University
News

A FORTNIGHTLY CHRONICLE OF HIGHER EDUCATION & RESEARCH JULY 1, 1979

i Dhanna Singh Gulshan, Union Minister of State for Education and Social Welfare, Mrs. Jaishri Banerjee, ial Welfare Minister of Madhya Pradesh, Shri Kanti Chaudhari, Vice-Chancellor and Justice K.K. Dubey M.P. High Court at the inauguration of the Seminar on National Sports Policy held at the Jabalpur University.

CLASSIFIED ADVERTISEMENTS

BERHAMPUR UNIVERSITY

BHANJA BIHAR: BERHAMPUR-7 (GANJAM) ORISSA

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ADVERTISEMENT

Applications are invited in the prescribed form for the following teaching posts in the University service on or before **17.7.1979.**

Sl. No.	Subject	Name of the post	No of vacancies	Field of specialisation
1.	Marine Science	Professor	One	Marine Biology
		Reader	two	1. Physical Oceanography 2. *Marine Fisheries*
		Lecturer	One	Marine Zoology
2.	Zoology	Lecturer	One	—
3.	L S.W.	Reader	Two	—
4.	English	Lecturer	One	—
5.	Journalism and *Mass Communication*	*Lecturer*	*One*	—
6.	Commerce	Reader	One	—

Scale of Pay

Professor — Rs. 1500-60-1800-100-2000-125/2-2500.

Reader—Rs. 1200-50-1300-60-1900.

Lecturer—Rs. 700-40-1100-50-1600.

All posts carry usual allowances admissible under the rules in force in *the University from time to time.*

Essential qualification and experience

Professor

(i) The Professor shall be a scholar of eminence.

(ii) Possess good academic record with a First or High Second Class Master's Degree in the subject.

(iii) Have a doctorate degree or published work of equivalent standard.

(iv) Have independent published research work of high standard in addition to the published work as in (iii) above; and

(v) Be engaged in active research and have experience in guiding research for a considerable period as evidenced by successful supervision of doctoral research.

(vi) Be a teacher for ten years out of which at least seven years should have been spent in regular teaching in post-graduate/honours classes.

Reader

(i) Good academic record with a minimum of second class in the appropriate subject at the Master's degree level.

(ii) A Doctorate degree.

(iii) Independent published research work in addition to the published work mentioned in (ii) above.

(iv) Teaching and research experience for eight years out of which at least five years should have been spent in regular teaching in post-graduate/Honours classes.

Capacity to guide Research shall be regarded as an additional qualification.

Lecturer

(i) A Doctorate degree or published work of an equally high standard.

(ii) Consistently good academic record with first or high second class (B+55%) Master's degree in a relevant subject or an equivalent degree of a foreign University, and

(iii) Teaching experience will be considered as an additional qualification.

Provided that, for the post of Lecturer, if the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of the qualifications prescribed in (ii) above, provided further that if a candidate possessing a doctorate degree or equivalent published work is not available or is not considered suitable, a person possessing a consistently good academic record (due weightage being given to M.Phil. or equivalent degree or Research work of quality) may be appointed on the condition that he will have to obtain a Doctor's degree or give evidence of published work of equivalent high standard within **Five Years** of his appointment failing which he will not be able to earn future increments until he fulfils these requirements.

Seven copies of prescribed application forms will be supplied to the candidates from the office of the undersigned on payment of Rs. 10 (Rupees ten only) in person or by Bank Draft drawn on the State Bank of India in favour of the Registrar, Berhampur University, Bhanja Bihar, Berhampur-7 (Ganjam) alongwith a self addressed envelope measuring 22×10 cms affixed with postage stamps worth 0.85 ps. No money order or cheque will be entertained.

The applications *duly filled in* along-with attested true copies of certificates, testimonials and publications etc. should reach the undersigned on or before the date specified above.

Candidates who are in service should *apply through proper channel.*

Persons in Govt. service selected for appointment shall be allowed leave salary and pension contribution for one year only if they wish to retain their lien under Govt.

The prescribed period of experience for the post of Professor and Reader will be calculated up to the last date fixed for the receipt of applications.

Candidates will be required to appear before the Selection Committee at their own expenses. Selected candidates will be required to join the post within one month from the date of issue of the appointment order.

The University reserves the right to fill up or not to fill up the posts advertised and or to call only selected candidates for interview.

M. Mohapatra
REGISTRAR

UNIVERSITY OF KERALA

TRIVANDRUM

No. Ad. D. II.2.4804/76

Notification

Applications are invited from qualified candidates for appointment as Reader in Economics in the University Department of Economics, Kariavattom, Trivandrum in the scale of Rs. 1125-1725.

Apointments will be made in accordance with section 6. sub section ii of Chapter II of the Kerala University Act 1974. Accordingly the post is reserved for members of Ezhava Community. If no candidate from the community is found suitable, applicants from other reserved Communities will be considered in accordance with the rules relating to communal rotation.

The details of qualifications, age etc. and application forms can be had from the Deputy Registrar (Application) University of Kerala, Trivandrum *on* production of a receipt for Rs. 2/- (Rupees two only) from the State Bank of Travancore or crossed Postal Order drawn in favour of the Finance Officer, University of Kerala, Trivandrum speci*fying the post for which application* forms are required.

Those who have responded to this Office Notification of even No. dated **12-12-1978** need not apply again but their applications will be considered if they are *eligible* under this *notification*.

The last date fixed for receipt of application is **10-7-1979.**

C. K. Devassy
REGISTRAR (OFFTG)

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Hony. Editor : ANJNI KUMAR

Essay Examinations are Undemocratic

Erika S. Harper*

What does democracy mean when applied to examinations? It means : equal opportunity for all to be tested in a way that limited language fluency is least harmful to the results; equal chances for all to show their true mental abilities in the most accurate means now technologically available. Both of these are possible if modern examination methods are adopted in our Indian universities and schools. Neither of these is fully provided for in the present examination system.

The present essay examination system is heavily weighted in favour of children from educated homes. Why? A person's primary ability in the use of language comes from his home surroundings. A student who comes from a home where language is used correctly already has a head start over the student who comes from a home where language is poorly developed. A villager has to learn not only the correct usages in language, but must *unlearn* the *incorrect* usages that have become a part of his habit patterns. In Hindi-medium examinations, the student whose parents use correct Hindi in the home is already ahead of the villager or slum child who uses the village or slum dialect in his home. The English-medium student from an upper class home who is surrounded by English both in school and at home has a great advantage over the student from a poor home who learns English as a second language only in his school.

Educators often ignore the fact that each person has four different levels of vocabulary for each language he/she knows. There is one vocabulary level which can be read and understood, another which is written, a third which one can hear and understand, and a fourth which is spoken. These four levels can be quite different depending upon how we have learned a language. For example, many of us can "read Shakespeare" but none can "write Shakespeare". Students can often read sentences in a second language and understand them, but cannot follow them when they are spoken. A good writer in a subject field will use a rich vocabulary which students can probably read and understand, but cannot emulate when writing. The professor uses language in his lectures which is more complicated than his students can use when trying to explain similar ideas to a classmate—or on an examination. The professor can be understood, but not copied, by most of his students.

Of the four levels of language understanding, two are *input* skills (reading and listening) and two are *output* skills, (writing and speaking).

Let us take the case of English, which is a second language for many students in India. When taught by traditional methods most students develop their largest vocabulary in *reading*. Their second largest is probably *in listening*, for they hear lectures in English. Both of these are *input* levels of language understanding. Most of our teaching emphasizes this input learning, for students are required chiefly to listen and to read in our classrooms.

Much less practice is provided for the *output* skills—writing and speaking—so that students have the lowest vocabulary development in these two areas. The chances for practising output language skills, and getting trained correction for either written essays or spoken selections are very few in our mass-education situations. Written mistakes in examinations are seldom corrected—they are only "marked" ——so that students just have muddle through as best they can without ever knowing what mistakes they are making. Essay examinations require fluency in the output language skill of writing, but how many of our schools and colleges can teach or develop this fluency?

(*Continued on page 357*)

Ewing Christian College, Allahabad.

Universities and National Development
—Linkage with Environment

R.S.N. Sinha*

Gone are the days when pupils used to receive their education in seclusion like Gurukul away from the humdrum of the social life. The Nalanda pattern of producing monk scholars are also not possible to-day.

At the present moment the universities are to play a vital role in the national development as a lever. No development plan can flourish in an atmosphere which has not been properly prepared for the same and this preparation of the atmosphere is specific task of the universities. In modern times universities have to develop in present social, political and technological environment and therefore this linkage has to be properly appreciated by all academicians. Universities cannot develop in a vacuum. They have to appreciate currents and cross currents of the environments with which they are surrounded. Universities and colleges cannot function peacefully in an ivory tower if the whole society is permeated with violence. For a peaceful campus we require a peaceful society. Universities and colleges cannot have their isolated existence away from the society. Social and political upheavals leave their marks on the face of the campuses. So one of the most importants tasks before the academicians and the university authorities is to study the social, political and economic changes going on in the wider atmosphere of the society which is bound to have their impact on the functioning of the Universities. If the state of Bihar is disturbed the colleges and the universities are bound to be disturbed. One is wholly dependant upon the other.

The universities have not only to study the changes going on in the societies they have to play a positive role in the changes going on in the environment. They can do a lot to improve the social, political and technological factors responsibe for improvement in the environment. The education has to play a vital role in the modern civilised world. Modern civilisation has devoted more energy and resources to organised education and we believe that education is or should be, the key to everything. In fact, the belief in education is so strong that we treat it as the residual legatee of all our problems. If the nuclear age brings new danger, if the advance of genetic engineering opens doors to new abuses, if commercialism brings new temptation—the answer must be more and better education.

National development requires the peaceful social, political and economic environment and it is the task of universities to create such an environment. For national development we also require technological improvement and in this field also the universities can do a lot. The universities as centres of higher education have to study, not only pollutants to the environment flowing from technoloigical and scientific improvement but also pollutants flowing from social, political and economic changes which may tend to damage the health of the environment. It is no wonder that whole of Bihar is burning at present as a result of the social and political pollutants flowing from the political decisions and the universities and the colleges are their first targets of attack. The problems cannot be solved by simple application of force. It requires deep and clear thinking on the part of thinker politicians, statesmen and academic elite of the state. The academic environment has to be freed from the pollutants like mutual distrust, disbelief and hatred generated by petty politicians in their own interests.

No national development is possible under the present environment which is full of distrust, disbelief and strife and strike. Development does not start with goods; it starts with people and their education, organisation and discipline. Without these three all resources remain latent, untapped potential. There are prosperous societies with scantiest basis of natural wealth and we have had plenty of opportunity to observe the primacy of the invisible factors after the war. Every country, no matter how devastated which had a high level of education organisation and discipline produced an economic miracle. In fact these were miracles only for people whose attention is focussed on the tip of the iceburg. The tip has been smashed to pieces, but the basis which is education, organisation and discipline was still there. Here, then lies the central problem of development. If the primary causes of poverty are deficiencies in these three respects; then the alleviation depends on the removal of these deficiencies. Here lies the reason why development cannot be an act of creation. It requires a process of evolution. Edcucation, organisation and discipline must evolve step by step and the foremost task of development policy must be to speed up this evolution. All the three must become the property not merely of a tiny minority but of the whole society.

This will remove the evil effects of the dual economy in which there are two different patterns of living as widely separated from each other as two different worlds. It means two ways of life existing side by side in such a manner that even the humblest member of the one disposes of a daily income which is a high multiple of the income accruing to even the hardest working member of the other. The social and political tension arising from the dual economy are too obvious to require description. This can only be removed by providing the cultural basis of education, organisation and discipline for the eighty five percent of the population living in small towns and rural areas who are at present being bypassed in all development efforts.

The social and political tension in the present environment has to be eased by providing education to the eightyfive per cent of people living in rural

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Principal, S.K.R. College, Barbigha.

areas by establishment of universities with a rural bias so that mass migration of population to the big cities can be stopped leading to the twin evils of mass unemployment and creation of megalapolis. This mass migration to the metropolitan town produces problems of crime, alienation, stress and social breakdown; which in their turn drains out the vitality from the rural areas. The result is a dual society without any inner cohesion subject to a maximum of political instability.

This is so far as social and political pollutants are concerned which threaten present day environment and the part which education and universities have to play in it.

Now let us turn our attention to ever increasing danger to environment coming from the scientific and technological improvement. The modern world has been shaped by its metaphysics which has shaped its education which in its turn has brought forth its science. We can very well say that modern world has been shaped by technology. But the modern world shaped by modern technology finds itself involved in three crisis simultaneously. First, human nature revolts against inhuman technological, organisation and political patterns; which it experiences as suffocating and debilitating; the second the living environment which supports human life aches and groans and gives signs of partial breakdown and, third, it is clear that inroads being made into world's non renewable resources are such that serious bottlenecks and virtual exhaustion loom ahead in quite foreseeable future. Any one of these three crises can prove to be deadly and fatal.

The ecological balance being seriously disturbed by the latest scientific and technological improvement has to be studied in the present context and the idolatory of rapid change has to be be given up. Technology although of course the product of man, tends to develop, by its own laws and principles which is very much different from human nature or of living nature. There is a measure in all natural things in their size, speed or violence. As a result the system of nature is of which man is a part, tends to be self balancing, self adjutsing and self cleansing. Not so with technology. Therefore the modern technology provides danger to the ecological balance existing in nature and the greatest danger; to the environment is being provided by the radiation hazards of the nuclear energy. Of all changes introduced by man into the household of nature, large scale nuclear fission is undoubtedly the most dangerous and profound. As a result, ionising radiation has become the most serious agent of pollution of the environment and the greatest threat to man's survival on earth. The universities must meet these challenges of pollutants flowing from technological, social and political changes endangering the existence of civilised life on the earth. □

Essay Examinations

(Continued from page 355)

Who has the teaching manpower to correct daily, weekly, or even monthly written material for each student?

Objective-type examinations do not require *written* fluency in language as a primary tool, but use a student's *reading* vocabulary as the major avenue of testing his thinking skills. Thus they test at a student's strongest, not his weakest linguistic level. Students have a fairer chance of demonstrating their true mental abilities than if they were confirmed to their more limited writing vocabularies.

Objective questions can be set that test nearly all the levels of mental skills desired in most college and university subjects. They can require a student to show not only factual knowledge, but also to demonstrate understanding, to show how he would apply his knowledge to a new situation, to analyze material, and to produce logical and correct solutions to problems. These skills do not require the use of elaborate multi-paged essays to be demonstrated and tested. Examiners who are well-trained in writing good objective questions can measure higher mental abilities with a high degree of objectivity and accuracy through the close choices a student must make and decisions he has to carry out. And quite complex mental abilities can often be tested using relatively simple vocabulary.

This does not mean that writing is not important. Not at all ! However writing and knowledge of English should be tested in the English test and not in the Chemistry, Economics or Political Science test. Hindi should be tested in the Hindi papers and not in the Social Studies or other examination. We will get much more accurate assessment of student understandings if we separate the testing of subject matter from language ability. Bright students who may be linguistically weak can show what they really know through objective examinations. This will provide better candidates for government and private service, and enable intellectually able students from the poorer classes come up where they should be serving.

In the 1940's in the U.S.A., selection testing for admission to universities shifted from essay examinations to large-scale use of objective-type tests. As a result, many more students from the lower social classes were admitted to the top-level eastern universities like Princeton, Yale and Harvard. They were able to show their real mental abilities unhandicapped by the need to write in a language that they, as minority groups had not fluently mastered. They competed equally with graduates of the prestigious private schools' graduates on these tests. Formerly the students of expensive private schools had been heavily coached to write good essays, and use good language, so they had received the top seats.

In an article on college admissions, Alden, Dunhum, formerly Director of Admissions of Princeton University, italicized this statement :

> **"There is no doubt whatsoever that the current form (objective multiple-choice tests) of the college (Entrance Examination) Board tests has been a major factor in promoting upward social mobility in the United States".**

There is every reason to feel that this same flexibility and social mobility could occur in India if these more truely democratic forms of examination were used— to allow students of all social levels to compete equally through their strongest language avenue, reading, rather than their weakest, writing. Only then can we hope to make our examinations more democratically "equal for all", and thereby promote social justice in our nation. □

Universities and National Development

—Linkage with Environment

Bunker Roy*

The Universities must focus their attention on critical issues of national interest designed for the socio-economic development of the rural poor like the small and marginal farmer, rural artisans, scheduled castes and harijans totalling more than 350 million people living below the poverty line of Rs. 600 per year. This means the broader issue of unemployment could be examined and how the Universities could help out by providing (i) technical and socio-economic services (ii) imparting training with a view to making communities self-reliant (iii) provide institutional support. These functions could be performed by the University by establishing sub-centres—Mini-Rural Universities—in the villages. At the same time this base could be used for collecting data for social science research.

Suggestions

1. As a start the Universities must make an inventory of all the existing voluntary agencies working in the field within easy reach and then start a dialogue on how best they can work with each other (e.g. exchange of resources, personnel and equipment).

2. The University must start thinking in terms of establishing a sub-centre in the village far enough not to be directly influenced by the University but close enough for the personnel to commute to the site without difficulty.

3. Start a cell for giving advice to those students who are keen to keep working in the rural areas. There are many students who after being exposed to the rural areas through the NSS want advice on how to carry on, what they should do, where to get the funds, whom to contact, job opportunities in other voluntary agencies etc. There should be a cell in each University that can provide such information to students. At least this will professionalise rural development effort of the voluntary agencies—an input missing in many agencies.

Linkage with Environment

It is not too late to do some soul searching now. There are many critical questions that remain unanswered. Perhaps it is premature to expect the solutions to appear so soon and so easily. Assuredly it will not be for want of trying that the Universities have not been able to assert their influence enough on issues of national development affecting the lives of millions of people. But at the same time it must be said that the strategy so far of attempting to get involved in the fundamental problems facing the people, the impoverished people, of this country has finally resulted in the dissipation of resources and skills when the idea all the time was to disseminate, distribute, percolate-call it what you will. Over the years the educational system has proved, if at all, the splendid isolation of the Universities from the everyday problems of over 300 million people living, working and surviving in the rural areas.

If we have to ask ourselves what is meant by National Development, to be sure there is no one interpretation. However it is possible, more or less, to indicate the broad terms of reference relevant to the Universities at large. When we talk of national development obviously we have the 80% of India's population living in the rural areas in mind. The other 20% who are enjoying all the benefits, the resources, the knowledge, the skills and the comforts society has to offer, who regrettably have everything they do not want to share with others do not, to my mind, need to be considered at all. If that be the case what are the immediate problems facing them today that the Universities need to take note of. Of course I will not be saying anything original this is just to put the issues in the proper perspective. According to Prof. Raj Krishna of the Planning Commission more than 20.4 million are unemployed and under-employed. These figures are alarming by any standards and the Universities by churning out graduates are not helping out one bit especially when, because of circumstances the graduates coming out today are unemployable. What can the Universities do to help? The Elders must sit together and come up with something practical. One alternative might be to start some more relevant sources but the view from the field seems to be very grim indeed and this is simply because the options suggested are always an intellectual one designed to avoid realities, conflicts and controversies. How long can this go on for? For instance the most glaring weakness in all their overtures to be a part of the national development effort has been their inability to go out of their ivory towers into the field and to mix with the common people. Instead they expect to be pampered, they expect to be noticed and they are liable to sulk if they are not given enough attention and this is because they have been made to believe that only an intellectual is competent enough to give practical suggestions, only intellectuals have the ability to predict and imagine practical solutions based on theoretical models—how this has come about has baffled me. Without the practical experience, without the necessary exposure to real life problems—it is not enough to read reports and studies and research papers—their contribution in the national development process will always remain negligible and insignificant. Also their competence to tackle the other problems facing the rural people will be open to question and criticism. Fundamental problems that the Universities are quite capable of grappling with head on (a) like providing technical and socio-economic services (b) imparting training to the rural people in simple and basic skills with a view to making them self reliant; (c) providing the institutional support necessary to see that scheduled castes, small and marginal farmers, rural artisans and harijans totalling over 350 million get their due share of the various schemes implemented by the government for their own socio-economic development. There are some 125 Universities all over the country. The fundamental infrastructural problems I have just mentioned if tackled by the Universities in their region can have a tremendous fall out effect in human terms because in the ultimate analysis when we talk of national development we are talking of the development of people, human beings all.

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*Director, Social Work and Research Centre, Ajmer.

The obvious inability of the Universities to develop human beings, make them think for themselves and think constructively has been by far the greatest failure of the higher educational system. Sheer numbers alone perhaps is responsible for the quality suffering drastically but that is no excuse for the priorities being what they are now. That is no excuse for the Universities giving more importance to Intellect at the expense of Labour: getting degrees after degrees may make a man more literate but it does not make him more educated. It is as important that a man knows Boyle's Law or Chaucer or Plato and the inside of a tractor or diesel engine: to dirty one's finger nails or change the spare wheel of a car does not make him a lesser human being. Good fences may make good neighbours (Robert Frost) but that does not mean they should not talk to each other or learn from each other. The very fact that lables are important and the Vice-Chancellors are supposed to be the repository of all knowledge and the source of all solutions, the very fact that we call them teachers presumes they have nothing more to learn which is a tragic fallacy.

If the Universities have to commit themselves to the national development process they have to take the stand that they are also a part of a learning process. The solutions to fundamental problems do not lie with the intelligentsia (or what we term as the intelligentsia) but in the process of give and take, in the process of learning and unlearning, in discussion not imposition, in living and working together. In other words giving equal importance to Intellect (the professional-doctor, teacher, engineer, economist, agricultural graduate, social worker) and Labour (small and marginal farmer, rural artisan, scheduled caste and harijan). Bring them face to face without intermediaries. This is what Mahatma Gandhi meant when he talked of Intellect and Labour.

In order to be able to give equal importance to both and learn from each other it is for the Universities to take the initiative and link itself up with the Environment—the learning Environment, the environment that gives rise to these fundamental problems that are coming in the way of raising the socio-economic lives of the rural poor, the environment that the Universities know nothing about but which is responsible for the many ills that Universities have to contend within the campuses-violence, frustration, destruction, indiscipline. Trace it back to where it started from and one will find it all started from the village, the rural areas. Who goes to the Universities from the rural areas? Not children of parents who are small and marginal farmers or rural artisans, or scheduled castes or harijans: not in fact the 78% of farmers in India who own on an average less than 2 hectares—they cannot send their children to school let alone to college. It is the 3.9% of the farmers, the upper castes who own more than 30% of the total land under cultivation in India, who can afford high yielding varieties of seed, chemical, fertilisers, pesticides and tractors, who own land and encourage bonded labour and pay well below the stipulated minimum wages who send their children to colleges and Universities. More often than not they are responsible for the disruption of University life. The answer lies in the better understanding of the rural environment and the rural people. It lies in a closer link between the University and the villages not through intermediaries and through second and third hand sources but through direct exposure. If Universities can manage to open their own little centres in villages within reach of the University campus and accessible to the learning staff from various disciplines instead of being content with the current NSS effort or with 'work experience' ventures then in due course they will come to a better understanding of the formidable issues that make universitity education so irrelevant today. From these sub-centres—small Rural Universities one could call them—it will be possible to (a) provide technical and socio-economic services (e.g. locate water with geophysical instruments, dispense medicines, immunisation of children, preventive health programmes for TB, etc. provide teaching aids in primary schools, provide soil and water testing services for farmers, start a small news letter only for a cluster of villages around) (b) impart training in basic skills from the same centre instead of transporting them to urban areas and disorienting them totally. It is essential the training is given in the habitat they are used to or the educational content is missed, (c) from this sub centre the Universities could get to know the rural poor better, educate them on the schemes and projects that the government has started for them and then see to it that they take advantage of it.

But much more important than these functions the sub centre of the University can perform is the vast indirect benefits the University can get out of this move. There is ample scope for research in the various fields of social science. It will help in better understanding the type of rural students who come to the Universities and how it might be possible to contain the growing frustration spilling over in violent forms of dissent and other desperate acts leading to senseless destruction. It will give an insight into the reasons why poorer rural parents do not send their children to colleges when they can afford to do so: if this spurs the University to offer opportunities to the rural poor by changing the terms of reference for admission, recruitment and the like it is worth it.

(*Continued on page 364*)

CAMPUS NEWS

Andhra Vice-Chancellors Meet

The Vice-Chancellors of the State Universities of Andhra, Osmania, Sri Venkateswara, Nagarjuna, Kakatiya and Jawaharlal Nehru Technological met recently in Visakhapatnam to consider the reports on university administration, examination reforms, vocationalisation at plus two stage and master plan for the location of intermediate colleges. The three day conference was presided by the State Education Minister, Shri B. Venkatrama Reddy.

The Committee headed by Prof. G. Ram Reddy, Vice-Chancellor of Osmania University in the report had made various suggestions on university administration for democratisation of the university bodies—senate, syndicate and academic council, mode of appointment of Vice-Chancellors, creation of posts of Rectors, rotation of heads of departments and university service commission. The report suggested setting up of a grievance committee and elaborated the relationship between the government and universities.

Professor M. Santappa, Vice-Chancellor of Sri Venkateswara University presented a master plan for the location of intermediate colleges to check their mushroom growth during the recent years. The committee has also highlighted the manpower requirements of these colleges.

The committee headed by Professor K. Venkataramaiah, Vice-Chancellor of Kakatiya University reviewed the present examination system both at the university and college level and suggested a new combination of courses mostly at the degree level. The committee in its interim report presented at the conference had recommended that undergraduate studies should have year-wise examinations without detentions. Admissions to the postgraduate studies should be through the entrance examinations which may include the testing of general reasoning—ability with a 50 per cent weightage to the qualifying marks obtained by the student at the degree level. The committee has recommended substitution of present system of evaluation by a seven point grading system at the postgraduate level. Semester system for all the universities extending over 14 to 16 weeks duration has been suggested. Lectures per week should be restricted to a maximum of two while twice that number should be devoted to seminars and tutorials. The committee has also recommended to the Government to initiate action to evolve a broad-based uniform course structure and examination pattern for the professional courses in engineering, technology, law, education. The recommendations include introduction of work experience in the undergaduate curriculum.

The Vice-Chancellors conference also considered the report presented by the State Education Minister on vocationalisation at plus two stage from the next academic year. The proposal envisages vocationalisation in agriculture, engineering and technology, health and medicine, marketing and commerce and home science at the initial stage. The Education Minister said at the conference that the Government was keen to improve the educational system.

Seminar on national policy on education

Inaugurating the All-India Seminar on National Policy on Education held recently in Hyderabad, Mr. M. V. Rajagopal, former Vice-Chancellor of Jawaharlal Nehru Technological University said that the objectives of the draft policy on education concerning universal compulsory education and adult education programme posed a challenge to the society. He appealed to the people to cooperate with the Government in achieving these goals. Vocational training was very important for survival of the nation. He said proper assessment of the employment potential had not been made in the country as a result of which the students preferred academic courses to vocational training. Although the system of internal assessment was good, it had not worked properly.

Shri B. Venkatarama Reddy, State Education Minister in his valedictory address stressed the need to solve the problem of illiteracy by introducing multiple entry at the primary level and part-time schools. He called for a change in syllabus and teaching methods and suggested introduction of environmental studies combining social and pure sciences. Teaching in the classroom could not give the rich experience to the students unless they were taken for spot observations. He said that there was urgent need to convert junior colleges into community colleges. Complete vocationalisation and job orientation with stress on agro-industries using minimum technology and maximum manual effort could be tried as an experiment.

The Seminar felt that the objectives of education should be recast to make it a vital instrument of social transformation. The individual citizen should be trained to contribute to promote and strengthen democracy, secularism and socialism.

The Seminar was organised by the Institute of Education & Culture, Hyderabad and sponsored by the All-India Federation of Educational Associations, New Delhi.

PAU students praticipate in rural reconstruction programmes

About 200 students of the Punjab Agricultural University including 165 girls participated in the youth for rural reconstruction programmes organised recently in the different villages of Ludhiana district. The camps are organised generally twice a year in different villages and about 600 students of the university participate in different programmes conducted by the National Service Scheme. The students of the college of agriculture conducted classes for the school-going children and did manual labour for construction of a primary school at village Rannian. The campers helped the villagers in controlling rats, eradication of weed from the fields and gave them lessons in preservation of farm products. The engineering students gave instructions to the farmers about maintenance and proper operation of their tractors and farm machinery. Free medical check up was done by doctors. The girls of the College of Home Science proved helpful in developing a sense of awareness among the women community by giving them lessons in house-keeping. The students of the Veterinary College did earth work on a two Km. long road connecting two villages.

Semester system suggested at plus 2 stage

Shri C. Aranganayagam, Tamil Nadu Education Minister said recently in Coimbatore that the state government was actively considering the introduction of semester system which had proved a success in colleges in the state in plus two stage to improve academic standards. The Minister announced that the college complex scheme would be implemented in a phased manner during the year where four or five higher secondary schools would be linked to a college for the benefit of schools. The college teachers would be asked to visit higher secondary schools to hold discussions with the secondary teachers to develop an interaction between them.

Karnatak Varsity organises psychologists convention

The Karnatak University organised recently a special convention of the Indian Psychological Association to commemorate the centenary celebrations of experimental psychology. Shri B. Subbayya Shetty, State Education Minister said at the inaugural session that the state and central agencies should utilise the services of psychologists for developmental programmes. The psychologists should take the initiative to join the mainstream of developmental activities without waiting for an invitation. The State Minister said that psychologists had to face severe challenges when they inquired into the delicate problems of politics, conflicts, youth unrest, class struggle and motivating forces behind them.

Prof. B. Krishnan, President of the Association said that unless psychologists stood up to the demands made on them, they would lose the opportunity to serve the nation. Sustained work on national issues had to be maintained in the university departments and research institutions to raise the quality of research to meet international standards. Prof. Krishnan called upon psychologists to work for the growth of the subject to cater to the needs and fuller development of the potentials of the people taking into account their cultural roots.

Prof. S.S. Wodeyar, Vice-Chancellor of the University welcomed the delegates to the convention.

Space research scientists meet

Addressing the twenty-second meeting of the Committee on Space Research of the International Council of Scientific Unions held recently in Bangalore, Prime Minister Shri Morarji Desai said that scientists should ensure that physical science was used for developmental purpose and for the betterment of mankind. He said science could help to bring out the better part of the man and space science would quicken the progress of mankind.

Prof. V. Ramalingaswami, President of the Indian National Science Academy addressed the plenary session and said collective social benefits should be the goal of science. Referring to the spectacular advances made in the field of space science, he said the present day need was for inter-disciplinary approach, which meant less walls and 'more bridges.' Technology based on physico-chemical sciences often required another form of technology based on the social and behavioural sciences to make it viable, adaptable and acceptable to local, social and cultural circumstances.

Prof. Yash Pal, Director of Space Applications Centre said that through space communication a country could conduct programmes on national integration, industrial growth, programmes in formal and non-formal education to support agricultural and family welfare activities.

About five hundred scientists from different parts of the world participated in the meeting jointly organised by the Indian National Committee for Space Research and Indian Space Research Organisation.

Nagari script conference

Addressing the concluding session of the three-day Nagari script conference held recently in Bangalore, Shri Govind Narain, State Governor stressed the need for developing Devnagari as an additional script in the country as it was powerful and capable of promoting national integration. He said the Nagari script was an international script and could also serve as a link script in the country. The script could help in the success of the three-language formula. The Central Institute of Indian Languages at Mysore had evolved an easy way of learning the Devnagari script.

The conference which was attended by about one hundred and fifty delegates from all over the country resolved to make an effort to identify Devnagari script as an additional script.

AAFI plan for comprehensive training

The Amateur Athletic Federation of India has drawn up a comprehensive plan for training and competition of the athletes in preparation for various forthcoming international events particularly the 1982 Asian Games scheduled to be held in New Delhi. The Secretary of the Federation said recently in Chandigarh that the action plan had been circulated to all the states and sports bodies for a wider debate after which it will be sent to the Union Education Ministry for approval. The probables to the games will be selected on the basis of their performance in inter-varsity and inter-state meets, national and rural sports, women sports festivals, open meets and institutional meets.

NEHU seminar on tribal religions

Inaugurating the seminar on the religion and society in North East India organised by the Philosophy Department of the North Eastern Hill University, Shillong, Shri L.P. Singh, State Governor called for historical, psychological and philosophical studies on the tribal religion of the entire region. He said religion and society of the tribals of the region had received little academic attention in recent times. Most of the studies in the field published during the first four decades of the present century dealt with the tribes of Arunachal Pradesh. After independence not much had been written by scholars about the tribes of the North East region as a whole. Shri Singh said that there had been a marked change in the sphere of religion of the region during the last few decades. The period has also noticed a progressive decrease since 1951 in the proportion of tribal population professing the traditional tribal religions. The tribal religions in the region have given place to other organised religions.

Dr. A.K. Dhan, Vice-Chancellor of the North Eastern Hill University welcomed the delegates to the Seminar which was attended by a number of speakers representing a cross section of the society.

New Varsities in Karnataka

Shri B. Subbayya Shetty, Karnataka Education Minister said recently in Dharwar that a Commission would be appointed soon to work out the modalities on establishment of the universities at Gulbarga and Mangalore. The Commission would examine the reports submitted by Karnatak and Mysore Universities on the proposals for starting the new universities. The Minister said the suggestion to set up a separate examination board for the three universities in the state was under the active consideration of the government.

Space research programme in Varsities

The Indian Space Research Organisation has an on-going programme to support space research activities in universities, academic institutions and research organisations. The objective is to encourage quality research in the fields relevant to the country's space programme. A number of projects in the area of remote sensing have been financed by the organisation which include studies of photo imagery or multiagency remote sensing experiments, design and development of a colour scanner and application of remote sensing for evaluation of natural resources.

Nagarjuna Varsity convocation

Delivering the second convocation address at the Nagarjuna University recently, Prof. V. Ramalingaswami, Director General of Indian Council of Medical Research advised the students to cultivate the habit of working hard. He stressed the need for adoption of innovative measures to make the country healthy and a happy nation in Asia where the problems of population growth and malnutrition were yet to be solved. Research and technology had not been properly utilised during the past years to eradicate malaria and other diseases. Prof. Ramalingaswami said scientific research would help promote therapeutic and pharmaceutical systems in the country.

Prof. V. Baliah, Vice-Chancellor of the University outlined the new courses introduced by the university which included environmental biology, business administration, solar energy, creative writign in English. He awarded degrees to 1400 students and gold medals to research scholars and merit students.

Cochin Varsity introduces new courses

The School of Continuing Education of the University of Cochin has introduced the graduate level correspondence courses in banking and commerce and general laws and a diploma course in banking from the current academic session. The details of the courses can be obtained from the School of Continuing Education, University of Cochin, Cochin.

ISM research programme on coal beneficiation

The Mineral Engineering Division of Indian School of Mines, Dhanbad has prepared a research project to develop a suitable process beneficiation of inferior grade coals for the benefit of coal-preparation industry in the country. The scheme will study the effects of physical variables with the help of a mathematical model and optimum conditions for the process will be defined to make it possible for the industry to use the process with advantage. The project on Optimization of Process variable in Oil Agglomeration Process will be an inter-institutional effort carried out jointly by the School and the Central Fuel Research Institute, Jealgora. The Mineral Engineering Division of the School has also completed a number of consultancy and active research programmes sponsored by various agencies.

Fellowships for study in Germany

A group of twenty-five fellowship holders who are teachers and staff members of universities, CSIR laboratories and other institutes of university standard left the country recently for their advanced studies in Federal Republic of Germany. The German Academic Exchange Service had offered ten fellowships each to the Ministry of Education & Social Welfare, University Grants Commission and Council of Scientific & Industrial Research in the fields of engineering & technology, agricultural forestry, veterinary science & animal husbandry, natural science and german language.

Guidelines to Varsities on NAEP

The University Grants Commission has suggested to universities to assume adult education and extension services programme as an important responsibility and give it the same status as teaching and research. The guidelines given by the Commission further suggest that these programmes should be made an integral part of the objectives and functions of university and college. The attempt should be to establish an organic link between adult education, extension programmes and university curricula. These activities should not be considered mainly as welfare activities for the deprived social groups but as a process of interaction with the society leading to valuable learning experience and as a means for making higher education relevant to the needs and oriented to the solution of existing problems. The Commission feels that without such an interaction on a continuing basis, the universities will remain isolated from society. The guidelines say that the objectives of the adult education and extension programme should be to make universities and colleges aware of their social responsibility, to bring them closer to the community, to educate the community and involve it meaningfully in national development and to give teachers and students opportunities for service leading to a learning experience. A continuous process of proper monitoring and evaluation has been recommended.

The Commission has set up a three-member expert committee to expedite proposals received from universities for promoting adult education programmes.

Delhi Varsity plan on adult education

The Delhi University proposes to launch adult education programme in the slums and rural areas of the capital. The University has set up an adult and continuing education cell for the purpose. In addition to the literacy programmes, college teachers and interested individuals will participate in social awareness activities. The University also proposes to seek the assistance of Delhi Administration. The programme includes research on adult education and preparing material for illiterates and neo-literates. Effective monitoring and evaluation of the various programmes within the university system and experimental teaching centers to be manned by NCC cadets have been planned. Adult education centres will also be organised by various colleges and university departments in their neighbourhood. The academic resources of the university will be utilised in research-oriented programmes.

Urdu Board meet

The first meeting of the reconstituted Taraqqi-e-Urdu Board was held recently in New Delhi under the chairmanship of Shrimati Renuka Devi Barkataki, Minister of State for Education, Social Welfare and Culture. The members of the Board expressed satisfaction over the publication of 174 titles which included translation of school and university level textbooks, popular science books, children's literature and reference works The Bureau for Promotion of Urdu has also produced a few books on adult education. The Board discussed measures to streamline the formation of subject panels and terminology committees and reviewed the progress made in the programmes for producing dictionaries and Urdu encyclopaedia. A coordination committee of all central organisations engaged in the production of Urdu books was suggested with a view to avoid duplication and achieving excellence in book production.

Seminar on agro-forestry

The seminar on Agro-forestry organised recently by the Indian Council of Agricultural Research in Imphal has suggested raising of large scale energy plantations on vast stretches of unused lands as an important measure to tackle the energy crisis. It was felt that the solution to the energy crises will lie in our reliance on renewable resources rather than fossil fuels which were exhaustible. Agro-forestry focus should be on utilising and obtaining the maximum potential yield of fuel, fodder, fibre and timber from lands not suited to agriculture. The experts have recommended devolopment of technical skills to profitably afforest large bare lands available in the country. A Task Force has been set up to consider formulation and coordination of research programme in agro-forestry.

Students meet

Student unions of Lucknow University, Delhi University, Jamia Millia Islamia, Aligarh Muslim University and the Jawaharlal Nehru University have sponsored an all-India convention of secular students scheduled to be held in Delhi. The student leaders said in New Delhi that government should take steps to study the causes of unrest in universities. A special cell should be created by the central government to go into the problems of students. They said that the students wanted to move with the mainstream of the nation but certain forces were trying to divert them and break their unity.

Osmania Varsity leadership programme

Inaugurating the second refresher course in political science organised recently under the university leadership programme by the Department of Political Science of Osmania University, the State Education Secretary, Mr. B. Pratap Reddy emphasised the need for critical evaluation of education system to make it effective. College teachers from mofussil areas should be given preference in these programmes. He stressed the need for training teachers and suggested that university teachers should evaluate the present syllabi thoroughly.

Prof. B. A. V. Sharma, Head of the Department of Political Science and Director of the programme welcomed the guests and said that a number of programmes had been undertaken by the Department to improve the standard of teaching at the undergraduate level. The university was the first in the country identified by the University Grants Commission to start the leadership programmes.

Sports facilities at Varsities

The All India Council of Sports at its recent meeting held in Pune has recommended a comprehensive sports policy for all round development of sports in the country. The Council President Field Marshal SHFJ Manekshaw said that the Council had finalised its recommendations to the government on sports policy and the document will now be sent to universities, sports organisations and others for a wider debate. The recommendations include creation of sports and physical education facilities for the masses.

The Council recommended to the government to provide an outlay of Rs. 245 crores during the sixth plan period for creation of minimum physical facilities in universities and colleges in the country. A sub-committee of the Council headed by Shri Kanti Chaudhary, Vice-Chancellor of the Jabalpur University had suggested this provision to meet the minimum requirements of universities and colleges for purchase of equipment, development of playing fields and setting up swimming pools. The Council President said that it was envisaged to set up at every university at least two fields for cricket, hockey, football, basketball, four volleyball and six tennis courts, a multipurpose gymnasium and a 50-metre swimming pool. Similar facilities at college level have also been recommended. The Council has suggested payment of a non-recurring grant of Rs. 40,000/- to each university for provision of gymnastic equipment. The NS NIS Patiala will establish field stations at the universities to organise coaching/training facilities in various games for the benefit of teachers.

Artisan training centre at JNTU

The NSS Unit of the College of Fine Arts and Architecture of Jawaharlal Nehru Technological University, Hyderabad, has set up an Artisan Training Centre to provide training and educate the youth in various skilled handicrafts as a part of their National Adult Education programme. Sri Hayagrivachari, State Minister for Technical Education who inaugurated the centre stressed the need for development of handicraft trade in India and advocated the necessity of starting such centres in other colleges. As a first step the centre will provide training to non-student youth for a period of one month in different trades. Trainees for the programme will be exclusively non-student youth preferably residents of slum areas. The trainees will acquire the desired ability in their trade during the course of their training. The attempt will be to inculcate confidence among them to start self-employment units.

Summer institute on education technology

The Department of Education of Panjab University orgranised recently a three-week All-India Summer Institute on Education Technology for College Teachers. Shri Jiwan Tewari, Director of the Correspondence Courses at the university said at the inaugural session that some system of periodical survey, assessment and evaluation of existing day-to-day instructional programmes had to be developed in order to reshape our educational system. Educational technology was a development, application and evaluation of aids, techniques and systems to enhance the effectiveness of instruction to modify the behaviour of learners. Dr. J.N. Joshi, Chairman of the Department spoke on the relevance and significance of education technology.

About forty delegates from the various parts of the country participated in the Summer Institute.

Re-orientation of courses

The University Grants Commission has identified certain colleges in rural areas where the courses will be restructured on an experimental basis to make them relevant to the environment and needs of the region. The object is to link education with field work, practical experience and productivity. The Commission has felt an immediate need for combining academic courses with the applied component suited to the real problems and work experience situation faced in different regions especially in the rural areas of the country. This will imply a good deal of integration and reframing of courses at the degree level to give them practi-

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Linkage with Environment

(*Continued from page 359*)

To my mind this linkage with the environment has implications that no University can avoid for long: the alternative is total isolation. This association with the learning environment in which the poorer human beings live will at least establish some of the credibility that the Universities have lost because of their preoccupations with irrelevant and trivial issues when compared to the colossal problems outside their forewalls. Many Universities are very hesitant to take on additional responsibilities; they are heavy enough as it is. If the problems of the University cannot be tackled how on earth are they going to take on the problems of the rural areas and the rural poor? It is beyond their resources and limitations of time will prevent them from making any attempt. But I submit these are exaggerations. Given the inclination it is well within their powers and means to set up a sub-centre within reach of the University. By the American definition of an expert—an ordinary man from another town—there are many such experts in the Universities. The sort of technology we need in the villages is commonsense. Surely we can find such technologists in the Universities. □

cal and rural re-orientation. Students pursuing these courses will be able to go for postgraduate studies. The re-oriented courses with enable a student to apply his theoretical knowledge to the problems of the region through field work, project work, extension etc. The existing conventional courses will be integrated with concrete problems and related to the development of the region. The Commission has suggested an elaborate list of combination of subjects at the university and colleges level. The programme envisages close collaboration with agricultural universities and other rural institutions in the region in planning as well as running new courses. Assistance is proposed to be sought from Indian Council of Agricultural Research which has considerable experience in rural education and extension work in restructuring the courses particularly in subjects related to the field of agriculture and rural sciences.

Review of technical education programmes

A conference of the administrators of technical education institutions was held recently in Hyderabad under the presidentship of Shri P. Sabanayagam, Union Education Secretary to review the steps taken to streamline technical education in the country. Shri Sabanayagam said that the working group set up by the Union Government in 1978 had recommended the need for redesigning the engineering courses and improving equipment and laboratory facilities in teaching institutions. It had emphasised the need for making a survey of manpower requirements in the matter of technical personnel in the industry and in government departments and also ascertaining the nature of the technical education recieved by the present incumbents. The need for linking industry with technical education institutions to develop an interaction between them had been recommended.

The representatives of the various states who attended the meeting agreed to assess the manpower need with regard to technical personnel. Information will be collected through educational institutions in cooperation with the industry in public and private sectors. The conference accepted the concept that engineering colleges should assist polytechnics in academic development. It was felt that there should be constant monitoring of the academic content of technical education and also a periodical evaluation of the performance of such institutions.

Shri Sabanayagam said the central government had decided to provide funds for technical teachers development and training programmes, running of short-term refresher courses and for strengthening of library facilities.

Assistance for agricultural research & education

The United Nations Development Programme has approved supplementary assistance to the tune of $ 10 lakhs for postgraduate agricultural research and education. The assistance is for the phased programme which was started in the country in October 1973. The programme aims at strengthening centres of postgraduate training and research in selective fields of agricultural science to enhance the competence of their staff and to create facilities for effective research. The funds will also be used for consultancy services, fellowships and equipment.

Short term courses at ISM

Under its executive development programme, the Indian School of Mines, Dhanbad, proposes to organise short term courses on (i) Planning Electrical Power Supply Systems for Mines; (ii) Coal Preparation; (iii) Metal Mining System; and (iv) Combustion Engineering during August this year. The School has already conducted ten courses during this year.

Between September and December 1979, the School proposes to conduct another twenty courses some of which would be tailored to meet the specific needs of certain sponsoring organisations. These short-term courses would be in Advanced Mine Surveying, Deep Mining, Surface Mining, Geological and Geotechnical aspects of Mine Planning, Mine Environmental Engineering, Ceramic Engineering OR in Mining Engineering, Management of Industrial Relations, etc. In addition, the School proposes to organise a UGC sponsored course in in Petroleum Exploration and Exploration and three seminars.

Further details can be had from the Professor of Continuing Education and Technical Secretary to the Director, Indian School of Mines, Dhanbad-826004.

Classified Advertisement

UNIVERSITY OF KERALA
TRIVANDRUM
No. Ad.D. II.2.2262/79
NOTIFCATION

Applications are invited from qualified candidates for appointment as Professor in Economics in the University Department of Economics, Kariavattom, Trivandrum in the scale of Rs. 1450-2050.

Appointments will be made in accordance with Section 6, sub section ii of Chapter II of the Kerala University Act of 1974. Accordingly the post is reserved for members of Ezhava Community. If no candidate from Ezhava Community is considered suitable, the post will be filled by suitable candidates from other reserved communities in accordance with rules relating to communal rotation. In the absence of suitable candidates from any of the reserved communities, applications from forward community candidates will be considered.

The details of qualifications, age, etc. and application forms can be had from the Deputy Registrar (Administration), University of Kerala, Trivandrum on production of a receipt for Rs. 2 (Rupees two only) from the State Bank of Travancore or crossed postal order drawn in favour of the Finance Officer, University of Kerala specifying the post for which application forms are required.

The last date fixed for the receipt of the applications is **16.7.1979.**

C.K. Devassy
REGISTRAR (OFFTG)

THESES OF THE MONTH

A list of Doctoral Theses Accepted by Indian Universities

SOCIAL SCIENCES

Psychology

1. Sahu, Santilata. Psycholinguistic competence and language achievement of the socially disadvantages at Primary School Level. Utkal University.

Sociology

1. Huda. M. Sibsagar town: A study in urbanisation. Dibrugarh University.
2. Mehra, Prem Lal. Agricultural development and social *change in rural Punjab: A longitudinal study. Punjab* Agricultural University.
3. Saxena, R.N. A study of the need, achievement and level of aspiration of rural youth. Kanpur University.

Economics

1. Kar, Gyana Chandra. Economics of high yielding variety: A study of an irrigated region of Cuttack District. Utkal University.
2. Lalita Kumari. Shikshit mahilaon mein berozgari kee samasya: Kanpur evam Delhi mein. Kanpur University.
3. Mathews, K.C. Materials management practices in major public sector undertakings in India. University of Cochin.
4. Saxena, Vinod Mohan. Economics of underdevelopment: A case study of U.P. Kanpur University.

Public Administration

1. Murali Manohar, K. Organisation and working of a municipality in Andhra Pradesh: A case study. Kakatiya University.

Education

1. Singh, S. Gyaneswar. Impact of modern education in Manipur: A case study of two Meitei villages. University of Gauhati.

Commerce

1. Dikshit, R.N. Investment structure of L.I.C. Utkal University.
2. Mishra, Nathuni. Price level changes and financial statements: A case study of selected Indian industries. University of Delhi.
3. Mishra, Pramod Kumar. Videshon mein Bharatiya sanyukt upkaram. University of Saugar.
4. Nema, Naresh Kumar. Madhya Pradesh mein upbhog sahkarita karyon evam upalabhdiyon ka mulyankan. University of Saugar.
5. Rawat, Madan Singh. International commercial arbitration. University of Delhi.
6. Vishwakarma, Uttam Chandra. Panchvaheli Koyla kshetr kee shramik dashaon ka arthik sarvekshan. University of Saugar.

HUMANITIES

Philosophy

1. Gangadharan, S. Studies in Jnanamrtam. University of Madras.

Literature

English

1. Jagan Mohana Chari, A. Quest in W.H. Auden's poetry: *Aesthetic, ethical and religious. Kakatiya* University.
2. Kuiti, Chittaranjan. Image of India: A study of three British writers, viz Flora, Annie Steel, 1847-1929, Fancies, William Bain, 1863-1940 and Leopold Hamilton Myers, 1881-1944, on India. University of Calcutta.
3. Naha, Kantibhusan. The Byronic heroine. Universty of Calcutta.

Sanskrit

1. Bhatt, Jagdish Prasad. Acharya Vishvanath ka natyashastriya vivechana: Ek samalochanatmak Adhyayan. Himachal Pradesh University.
2. Jain, Sudha. A study of Naiskarmya siddhi of Suresvaracarya. University of Delhi.
3. Lal, Gita. Mahakavi Kalidas ka shabd bhandar: Meghdut tatha Kumar Sambhav, kewal pratham 8 sarg ke paripreksh mein. Kanpur University.
4. Mishra, Chittaranjan. A critical and comparative study of the works of Mahakavis Bharavi and Magha. University of Bihar.
5. Sarma, Pannala Radha Krishna. Characterisation of Sri Rama in the Valmiki Ramayana and in the Sanskrit plays based on it. Andhra University.
6. Singh, Baij Nath. Shriram Panivad krit Radhvyam Mahakavya ka sahityik addhyayan. Kanpur University.

Hindi

1. Bhalla, Vinoo. Swatantryottar Hindi upanyason mein astitvavad. University of Delhi.
2. Dhanoriya, Narsingh. Chindwada Zile ke Adivasi lok sahitya ka anusheelan. University of Saugar.
3. *Gautam, Ramesh Kumar. Hindi ke prateek natak.* University of Delhi.
4. Joshi Daya Krishna: Dinkar kee Urvashi ka smagr adhyayan. Kumaun University.
5. Kamini. Datia zile ke gram-namon ka bhasha vaigyanik *adhyayan. Jiwaji University.*
6. Kapoor, Om Prakash. Hindi aur Urdu kee nai kahaniyan. University of Delhi.
7. Mishra, Mani Ram. Vidyapati Padavati ka kavyashastriya adhyayan. Kanpur University.
8. Mishra, Urbeesh Chandra. Shelesh Matyanli: Vyaktitv aur krititv. Kumaun University.
9. Pal, Balkaran. Hindi ke Marxvadi upanyas: Upanyas kala ke nikash per, 1936-1970. University of Indore.
10. Pandey, K.L. Orchha Rajya ke kavi krishan aur unka sahitya. Kanpur University.
11. Pant, Ramesh Chander: Kumayuni lok sahitya mein prem ka swarup. Kumaun University.
12. Saxena, Nandini. Hindi ke abhiney natak: Ek rangmanchiya adhyayan. S.N.D.T. Women's University, Bombay.
13. Tiwari, Bhagwandas. Ritikaleen Hindi Vir kavya ke sandarbh mein Bhushan ka vishesh adhyayan. University of Saugar.

Marathi

1. Shiralkar, Usha G. Image of *Shivaji in Marathi novel:* 1870 to 1970 A.D. S.N.D.T. Women's University, Bombay.
2. Soman, Anjali A. Marathi Short stories written by women, 1885 to 1975. S.N.D.T. Women's University, Bombay.

Bengali

1. Bakshi, Amiya. Bebhutibhushaner upanyase prakriti chetana-o-jibanbodh. University of Calcutta.
2. Chakraborty, Barun Kumar. Bangla Sahitye toder Rajasthan granther preerana. Rabindra Bharati University.
3. Maitra, Jnanes Chandra. Narijagriti-o-Bangla Sahitya. University of Calcutta.

Oriya

1. Nayak, Bhagirathy. Oriya chitra kavya. Utkal University.

Tamil

1. Sundramathy, L. Gloria. Evaluation and evolution of Sangam literature. University of Kerala.

Telugu

1. Sankaraiah, Jandhyala. A critique on Satavadhani Veluri Siva Rama Sastri. Andhra University.

Malyalam

1. Kanakamma, K.V. Message poems in Tamil and Malayalam. Madurai Kamaraj University.

History

1. Cherian, John. Presidency of Ramon Mogsaysay, 1953-1957. Jawaharlal Nehru University.
2. Kala, Jayantika. Epic scenes in Ancient Indian plastic art. University of Saugar.
3. *Mitra, Sudhankumar.* Activities of the Protestant Missionaries in the Presidency of Madras, 1793-1833. University of Calcutta.
4. Singh, Awadhesh Kumar. Role of Shahabad in the freedom movement of India. Magadh University.

A list of select articles culled from Periodicals received in AIU library during June, 1979

EDUCATIONAL PHILOSOPHY

Church, Clive. "Constraints on the historian". *Studies in Higher Education* 3(2); Oct 78: 127-38.

Furth, Dorotea. "Selection and equity: An international viewpoint." *Comparative Education Review* 22(2); June 78: 259-77.

Weiler, Hans N. "Education and development: From the age of innocence to the age of scepticism". *Comparative Education* 14(3); Oct 78: 179-98.

EDUCATIONAL PSYCHOLOGY

Chase, Clinton I. "Impact of achievement expectations and handwriting quality on scoring essay tests." *Journal of Educational Measurement* 16(1); Spring 79: 39-42.

Dancy, J.C. "Education about unemployment: A reflective element". *Oxford Review of Education* 4(3); 1978: 289-94.

Hursh, Barbara A and Borzak, Lenore. Toward cognitive development through field studies." *Journal of Higher Education* (Ohio) 50(1); Jan-Feb 79: 63-78.

EDUCATIONAL SOCIOLOGY

Peterson, Steven A. and Somit, Albert. "Student- protest: A biomedical perspective." *Journal of Higher Education* (Delhi) 3(3); Spring 78: 333-44.

Rothstein, Stanley W. "University as people processor." *Change* 10(10); Nov 78: 8-9,

EDUCATIONAL PLANNING

Deshpande, V.J. "Reducing policy to arithmetic." *Economic and Political Weekly* 14(20); 19 May 79: 872.

Freeman, Jack E. "Comprehensive planning in higher education." *New Directions for Higher Education* (19); Autumn 77: 33-52.

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PANJAB UNIVERSITY
CHANDIGARH

Advertisement No. 11/79

Applications are invited for the following posts so as to reach the Registrar, Panjab University, Chandigarh, alongwith the postal order for Rs. 10/-by **21st July 1979**. Fourteen days *extra time is permissible to the persons* who have to submit their applications from abroad.

POSTS, SCALE OF PAY AND QUALIFICATIONS

1. **Professors** (Rs. 1500-60-1800-100-2000-125/2-2500)

(Economics-2, Physical Education-1, Public Administration-1, Sociology-1 (Under UGC Special Assistance Programme).

QUALIFICATIONS

Essential

a) A *first or high* second class Master's degree of an Indian University or an equivalent qualification of a foreign University in the subject with bright academic record;
b) Either a research degree of doctoral standard or published research work of high standard in journals of repute;
c) About 10 years experience of teaching post-graduate classes and/or research; and
d) Experience of guiding research at Doctoral level.

OR

An outstanding Scholar with established reputation who has made significant contribution to knowledge in the discipline concerned.

Note: FOR PROFESSOR OF PUBLIC ADMINISTRATION

Candidates in Allied fields could also apply.

Desirable

Professor of Sociology

Specialisation in Population studies and/or Urban Sociology.

Professor of Economics

Specialisation in Econometrics and Mathematical Economics for one of the posts.

2. **Readers** (Rs. 1200-50-1300-60-1900)

(Indian Theatre-1, Ancient Indian History, Culture & Archaeology-1 (Temporary but likely to be permanent), English-2, (Permanent-1 (Linguistics), Temporary-1), Economics-2, French-1, German-1, Hindi-1, History-1 (Middle Eastern Studies), Philosophy-1, Punjabi-1, *Sanskrit-2*, Sociology-1, Tamil-1 (South Indian Languages Department), Sanskrit-1 (V.V.B.I.S. & I.S., Hoshiarpur), Political Science-1 (Temporary but likely to be permanent).

QUALIFICATIONS

Essential

a) A first or high second class Master's degree of an Indian University or an equivalent qualifications of a foreign University in the relevant subject with bright academic career.
b) *Either* a research degree of doctoral standard or published research work of high standard in the subject concerned in journals of repute.
c) About five years' experience of teaching post-graduate classes and/or research; and
d) Competence to guide research.

Evidence of being engaged in making innovation in teaching methods and production of standard teaching material, will be an additional qualification.

Reader in Indian Theatre

Essential

1. A first or high second class Master's degree (in any subject) of an Indian University or an equivalent qualification of a foreign University.
2. Experience of (a) acting, or
(b) directing, or
(c) producing, or
(d) play-writing.

Desirable

i) A research degree (any subject) of a doctoral standard or published *research work of high standard in* journals of repute.
ii) About five years' experience of teaching post-graduate classes at a University or college level and experience of guiding research.
iii) Graduate of the National School of Drama, New Delhi, or Diploma holder in the Indian Theatre from any of the recognised and well-known University.
iv) Sound background in the Indian classical and Folk, Theatrical Traditions and research in a field of Indian Theatre.
v) Production/Participation in Radio/T.V. Plays.

Reader in Linguistics: (Deptt. of English)

Ph.D. in Linguistics in the field of English Language and Literature or Ph.D. in English Literature with special qualifications in English Linguistics from a recognised University.

Should have the ability to produce teaching material for Language Laboratory, devise courses for specialised purposes and be conversant with the methodology of teaching English as second Language.

Reader in Economics

Strong background in Mathematics and *Statistics. Specialisation in* Econometrics, Mathematical Economics and/or in any important area of Economic Theory.

Reader in Hindi

a) Medieval Poetry.
b) Poetics/Linguistics/Modern Literature.
c) Knowledge of Sanskrit or English.

Reader in *Philosophy*

Specialisation in Indian Philosophy or Logic.

Reader in Punjabi

a) May have lived and worked in West Punjab (Pakistan) in some Educational Institutions.
b) Has done some written work in the language of the area on different aspects to the language/Literature/Culture of the Area.
c) Has working knowledge about the development of Society and Culture and also contemporary development in the concerned region.
d) Capability of making depth study on inter-disciplinary basis.

Reader in Sociology

Specialisation in one or more of the following fields:

Social Stratification, Social Demography and quantitative methods in Sociology.

Reader in Tamil

a) Minimum of 7 years teaching experience upto Diploma level to non-Tamils through English.
b) Innovation in the method of teaching Tamil to non-Tamils.
c) Sound knowledge of Tamil Grammar.
d) Diploma in a Foreign language and knowledge of Hindi/Punjabi.

Reader in Sanskrit (V.V.B.I.S. & I.S. Hoshiarpur)

a) Specialisation in Indian Epigraphy.
b) Either a research degree of doctoral standard in Sanskrit/Ancient Indian History/Epigraphy or equi*valent research publications* of high standard.

Reader in Political Science

Specialisation: Either in International Politics or Poltical Theory or Comparative Politics or Indian Political System.

3. **Lecturers** (Rs. 700-40-1100-50-1600)

(Commerce & Business Management-3 (Permanent-1, Temporary-2), Economics-2, German-1, Gandian Studies-1, Hindi-1, History of Art-1 (Fine Arts Department), History-3, Philosophy-1 (Temporary but likely to be permanent), Psychology-2, Financial Management-1; Labour Administration-1 (Department of Public Administration), Sociology-1, Kannada-1 (Deptt. of South Indian Languages). Law-1 (Temporary), Sanskrit (Research)-5 (V.V.B.I.S. & I.S., Hoshiarpur), Mass Communications-2 (Permanent-1, Temporary-1), Political Science-1 (University Evening College).

QUALIFICATIONS

Essential

a) A Doctor's degree or research work of an equally high standard; and
b) Consistently good academic record with 1st or high second class i.e. 55% marks or more (B in the seven point scale). Master's degree in a relevant subject or an equivalent degree of a foreign University. Having regard to the need for developing inter disciplinary programmes, a degree in (a) and (b) above may be in relevant subject. The consistently good academic record at Pre-Master's level would be interpreted as an average of 50% or above at the two examinations prior to Master's examination.

Provided that if the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing a doctor's degree or equivalent research work is not available or is not considered suitable a person possessing a consistently good academic record (weightage being given to M.Phil or equivalent degree or research work of quality) may be appointed provided he has done research work for atleast two years or has practical experience in a research Laboratory/Organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Desirable

Lecturers in Commerce and Business Management

i) M.B.A. with specialisation in Agricultural Management or M.A. Economics preferably with B.Sc. (Agriculture) or M.Sc. Agriculture with Diploma in Management or Agriculture and Co-operative/or M.A. in Sociology/Public Administration/Economics/Geography with specialisation in Rural Development.

OR

ii) Graduate or Post-graduate degree in Mechanical/Production Engineering with post-graduate qualifications in Business Administration/Industrial Management/Production Planning and Control;

OR

iii) Post-graduate degree in Personnel Management and Industrial Relations or MBA with Specialisation in Personnel Management/Personnel Psychology/Industrial Relations *or Post-graduate degree in Psychology* with specialisation in Industrial Psychology.

OR

iv) M.Com./M.B.A. with specialisation in Banking and Finance/Financial Management / Management of Financial Institutions/Investment Management or Bachelor's degree and Associate/Fellow of the Institute of Chartered Accountants of India or England/Institute of Company Secretaries with at least three year's experience in Public Limited Company.

Lecturer in Economics

Strong background of Mathematics. Specialisation in Macro Economic Theory/Statistics and Econometrics/Economics of Socialism/Economics of Population.

Lecturer in German

i) Training in Audio-visual Aids in teaching German.
ii) Teaching experience at the University level.

Lecturer in Gandhian Studies

Ability to teach Gandhian Thought.

Lecturer in History of Art

Persons having qualifications to teach the Art of China and Japan in the M.A. Courses in History of Art will be preferred.

Lecturer in Philosophy

Post-Graduate teaching experience.

Lecturer in Psychology

For post No. 1
Specialisation: Child Psychology (Rural)
For post No. 2
Specialisation in order of Priority:
a) Clinical Psychology
b) Personality
c) Physiological Psychology.

Lecturer in Financial Management

M.A. in Public Administration or M.B.A. or M.Com. with specialisation in Financial Management.

Lecturer in Labour Administration

M.A. in Public Administration or M.S.W. with specialisation in Labour Welfare.

Lecturer in Sociology

Specialisation in one or more of the fields of marriage and family Social Change, Indian Society and Culture and Sociology of Medicine.

Lecturer in Kannada

Experience of teaching Kannada to non-Kannada people through English. Knowledge of Hindi/Punjabi.

Lecturers (Research) in Sanskrit

(V.V.B.I.S. & I.S. Hoshiarpur)

1. Specialisation in Vedic Language and Grammar as the field of study for the doctoral and Master's degree.
2. Five years' experience in collaborative Research or Lexicographical work.
3. Good knowledge of English and French, German or Avestan.

Lecturers (Department of Mass Communication)

QUALIFICATIONS

i) Consistently good academic record with a first or high second class Master's degree in the subject (Communication/Mass Communication/Journalism etc.) from an Indian University or an equivalent qualification from a foreign University.

OR

ii) A first or high second class Master's degree in Social Sciences/Sciences/Humanities with at least a second class Bachelor's degree or Diploma in Journalism from a recognised Indian University/Post-Graduate Diploma from a recognised Indian National Institute.

Desirable

i) Teaching experience at college or University level.
ii) Work experience in any area of Mass Communication (Newspaper/Magazine, News Agency, Public Relations, Advertising Radio or T.V. Journalism etc.)

Lecturer in Political Science

(P. U. EVENING COLLEGE)

QUALIFICATIONS

i) A consistently good academic record with at least 1st or high second class i.e. 55% marks or more *(B in the seven point scale)* at the Master's degree in a relevant subject or an equivalent degree of a foreign University. The consistently good academic record of Pre-Master's level would be *interpreted as an average of* 50% or above at two examinations prior to Master's examination.

ii) An M.Phill. degree or a recognised degree beyond the Master's level or published work indicating the capacity of a candidate for independent research work.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either *from his thesis or from his published* work is of a very high standard, it may relax any of the qualifications prescribed in (i) above.

Provided further that if a candidate possessing the qualifications as at (ii) above is not available or not considered suitable the University, on the recommendation of the Selection Committee may appoint a person possessing a consistently good academic record on the condition that he will have to obtain an M.Phil. degree or a recognised degree beyond the Master's level within five years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

Candidates for the posts of Professors and Readers who do not possess a doctoral degree are required to submit 10 typed/cyclostyled copies of brief resume of their published work. 15% posts of Lecturers will be reserved for the members of the Scheduled Castes and 2% for the members of the Scheduled Tribes, but these will be filled up by others if no suitable Scheduled Castes/Scheduled Tribes applicant is available.

Persons already in service should route their applications through proper channel. Incomplete forms and those *received after the due date will not be* entertained. Serving employees, may, however, send their applications on the prescribed proforma, direct to the University. They may route another copy through their Departments. They will *be allowed to present themselves for* interview only on the production of a 'No Objection Certificate' from their employers. Canvassing in any form will disqualify the candidate.

Application forms can be obtained from the Cashier, Panjab University, Chandigarh, personally on payment of Rs. 2/- or by making a written request to the Finance & Development Officer, Panjab University, Chandigarh, accompanied by self-addressed stamped envelope of 23x10 cms and a postal order for Rs. 2/- drawn in favour of the Registrar, Panjab University, Chandigarh.

INDIAN INSTITUTE OF TECHNOLOGY

KHARAGPUR

Advertisement No. R/5/79

Applications are invited for the undermentioned posts at the Indian Institute of Technology, Kharagpur, West Bengal:

I. ASSISTANT PROFESSOR

Scale of Pay

Rs. 1200-50-1300-60-1900/- plus D.A. as *admissible*.

Age: Preferably between 30 and 45 years.

Qualifications

Essential

(a) A good academic record with a Bachelor's Degree or Master's Degree in the appropriate branch and a Doctorate Degree.

(b) Seven years experience in the field of specialisation prescribed, of which at least 2 years should be in teaching and/or research.

Desirable

(a) Published research work of good *standard*.

(b) Experience in guiding research.

Vacancies

Mining Engineering—Three posts.

Specialisation in one or more of the following:-

(a) Mining Engineering, (b) Mining Technology, (c) Mine Environmental Engineering, (d) Mining Machinery, (e) Operation Research & Management, (f) Mine Planning.

Those who applied earlier for the same Post against this Institute's Advertisement No. R/1/79 (Contd.) need not apply again.

II LECTURER

Scale of Pay

Rs. 700-40-1100-50-1600/- plus D.A. as admissible.

Age: Preferably between 25 and 38 years.

Qualifications: Essential

(a) A *good academic record with a* Master's Degree in the appropriate branch.

(b) Two years professional experience.

Desirable

A Doctorate Degree.

Vacancies

Naval Architecture : Two posts.

Specialisation in one or more of the following:

(a) Ship Design, (b) Shipbuilding Technology/Ship Hydro-mechanics/ Ocean Engineering.

Note

(a) In all cases experience means experience *gained* after obtaining the Master's Degree.

(b) For the Mining Engineering and Naval Architecture Departments, if suitable candidates with prescribed essential qualifications are not available then the minimum educational requirements may be relaxed (1st class B. Tech. candidates would also be considered)

(c) Relaxation of the minimum educa*tional requirements may* also be done in the case of candidates having outstanding research achievements or long and meritorious industrial design experience.

III. ASSISTANT ENGINEER (MECHANICAL)

Scale of Pay

Rs. 650-30-740-35-810-EB-880-40-1000-EB-40-1200/- plus D.A as admis*sible*.

Age: Not less than 30 years.

Qualifications & Experiences : Essential

(a) A graduate in Mechanical Engineering or equivalent with a minimum total experience of 3 years of which at least 2 years of construction/ maintenance and design experience.

(b) Experience in maintenance and operation of Refrigeration & Air-Condition Plant, Room Air Condition, Water Cooler.

(c) Experience in preventive maintenance of refrigeration and Automobiles.

(d) *Experience of maintenance and* servicing of Petrol and Diesel driven vehicles.

IV. ASSISTANT ENGINEER (CIVIL)

Scale of Pay

Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200/- plus D.A. as admissible.

Age: Not less than 30 years.

Qualifications

A graduate in Civil Engineering with about 3 years of relevant experience or a diploma in Civil Engineering (Three years diploma—L.C.E.) with about 7 years relevant experience in large orga*nisation/undertaking etc*.

Job Requirements

(i) Able to prepare estimates, design and supervise civil construction works, *including sanitary and* water works and able to organise maintenance works.

(ii) Able to handle departmental staff and organise water supply distribution, sewage disposal works and other municipal services including handling and maintenance of stores.

(iii) Any other work as may be assigned by his superior in-charge or Director.

V. ASSISTANT ENGINEER (HORTICULTURE AND SANITATION)

(Reserved for ST)

Scale of Pay

Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200/- plus D.A. as admissible.

Qualifications

A graduate in Engineering preferably in Public Health Engineering or Agricultural Engineering or Civil Engineering with about 3 years of relevant ex*perience or diploma (Three years* diploma) in Public Health Engineering or Agricultural Engineering or Civil Engineering with about 7 years of relevant experience in a large organisation/ undertaking etc.

Job Requirements

(i) Able to prepare estimates, design and supervise civil construction works in sanitary works and water works and able to organise and supervise municipal services like sewage systems, garbage clearance; water systems, mosquito control works, road maintenance and *Horticultural works etc.*

(ii) Able to handle departmental staff and organise municipal services including handling and maintenance of stores.

(iii) Any other work as may be assig*ned by his superior In-charge or* Director.

Application form may be had from the Registrar on request along with an unstamped *self-addressed envelope of* size 23 cm × 10 cm. Application accompanied with an application fee (Non-refundable) of Rs. 7.50 (Rs. 1.87 for SC/ST candidates) payable by means of crossed Indian Postal Order to Indian Institute of Technology, Kharagpur at Kharagpur-721 302 (West Bengal) by the **11.7.79.**

REGISTRAR

INDIAN INSTITUTE OF TECHNOLOGY : DELHI

Hauz Khas : New Delhi-110029

Advertisement No. 19/79

Applications are invited for appointment to various academic and other positions in the Indian Institute of Technology, Delhi:

CIVIL ENGINEERING DEPARTMENT

(Offshore Structures Research Cell.)

Lecturer Scale: **700-40-1100-50-1600**

Qualifications

Good Master's degree in Structural Engineering/Hydrodynamics with two years research/industrial experience in *any institution of university standard/* establishment of repute. Doctorate degree or published work of equal standard would be preferred. Knowledge of computer programming will be an advantage.

2. CENTRE OF ENERGY STUDIES

Senior Scientific Officer GR.II: Scale- **Rs. 700-40-900-EB-40-1100-50-1300.**

Qualifications

Essential

Ist Class B.Tech/M.Sc. Degree in Electronics/Computer/Elertrical/Mechanical/Chemical Engineering or Physics. *Preference will be given to candidates* with higher academic qualifications.

Field of specialisation

(i) Gasification and Liquefaction of Coal.

(ii) Real time problems on micromachines or microcomputer applications to power system problems or fabrication of solid state electronic control circuits.

(iii) **Solar Energy Utilisation**: Design and development of collectors/heat transfer/solar architecture/photovoltaic conversion/selective coatings/ *testing and evaluation of collectors*/ Absorption referigeration Ranking cycle engines/thermal storage/electrical storage/solar tracking.

(iv) Laser induced Fusion; Propapation of electro-magnetic waves in plasmas.

(v) M.H.D. Power Generation.

(vi) Experience in any of the above fields with (i) proficiency in the use of computers particularly of (ECIL) *Micro-78 OR (ii) Instrumentation.*

3. CENTRE FOR APPLIED RESEARCH IN ELECTRONICS

Post : Design Engineer : Scale : Rs. 700-40-900-EB-40-1100-50-1300.

Good Bachelor's Degree in Electronic/Electrical Engineering with 2 years' *experience in research/design/development/production/applications* in Integrated circuits.

Field of Specialisation: Integrated circuit Technology and applications.

4. IIT SICK BAY

Matron Scale: **Rs. 650-30-740-35-810-EB-35-880-40-1000-EB-40-1200** & facilities as laid down by the D.G.H.S. for matron.

Qualifications

Matriculate/equivalent, 'A' grade Nurse and Midwife, Nursing Administration Diploma or B.Sc. Nursing degree/M.Sc. (As laid down by DGHS).

Minimum experience ten years in a Govt. or recognised hospital in a responsible position.

Age 35 years relaxable in case of highly qualified or experienced and persons in Government service.

GENERAL

Prescribed application form may be obtained from the Superintendent (E-I). Indian Institute of Technology, Delhi, New Delhi-110029 either in person or by sending a self-addressed stamped envelope (10×23 cm) bearing postage stamps of 30p. Candidates from abroad may apply on plain paper giving an account of their academic and professional record, reprints and publications and names of at least two persons well acquainted with their professional work. Candidates selected for appointment will be required to join duty immediately or as soon as possible thereafter.

Reservation of posts exists for Scheduled Castes/Tribes candidates, as per Government of India rules, except for the excluded posts of Professor and Assistant Professor.

Last date of receipt of request for application form is 4.7.79.

Last date of receipt of completed application forms along with attested copies of certificates/testimonials etc. (10 copies of list of publications) together with a crossed Indian Postal Order for Rs. 7.50 (Rs. 1.87 for SC/ST candidates) for posts at Sl. No. 1 to 3 and Rs. 3/- (Rupee 0.75 for SC/ST candidates) for posts at Sl. No. 4 is **12-7-79** (22-7-79 for candidates from abroad).

Persons employed in Govt./Semi-Govt. Organisations/Autonomous Bodies should submit the applications through their employer.

MARATHWADA UNIVERSITY

UNIVERSITY CAMPUS
AURANGABAD 431 001
MAHARASHTRA

Advertisement No. Estt./Dept./34

Applications are invited for the following teaching posts:

(i) Readers

One each in Marathi, Econometrics/Mathematical Economics and Physics.

(ii) Lecturers

One each in English, Chinese, History, Zoology and Library Science.

For details of the advertisement and sets of application form please send Rs. 3/- to the Registrar. Marathwada University, Aurangabad-431 001, not later than **July 21, 1979.**

REGISTRAR

BIDHAN CHANDRA KRISHI VISWA VIDYALAYA

P.O. Mohan Pur, West Bengal

Advertisement No. APPTT/5/79

Applications in prescribed forms are invited for the following posts in the scales mentioned below plus other allowances as admissible under the rules of the Visva Vidyalaya.

A. Professor of Agricultural Economics (One Post) in the Scale of Rs. 1500-60-1800-100-2000-125/2-2500.

Qualifications

Essential

(i) A consistently good academic record with first or high second class (B+) Master's Degree in Agricultural Economics or any other qualification considered equivalent thereof (e.g. ASSOC. I.A.R.I.) following a good Bachelor's Degree in Agriculture.

OR

A consistently good academic record with first or high second class (B+) Master's Degree in Economics with specialisation in Agricultural Economics following a good honours degree in Economics.

(ii) A Doctoral Degree in relevant subject at (i) above;

(iii) At least 10 years' experience of teaching preferably at Post-Graduate level;

(iv) Capacity to conduct and guide research as evident from published papers;

(v) Demonstrated ability of leadership in the field of Research and significant contribution to the progress of Agricultural Economics.

B. Professor of Agricultural Engineering (One Post) in the Scale of Rs. 1500-60-1800-100-2000-125/2-2500.

Qualifications

Essential

(i) A *consistently good* academic record with first or high second class (B+) Master's Degree or recognised equivalent qualification in Agricultural Engineering with specialisation in Agriculture/Mechanical/ Civil/ Soil and Water Engineering;

(ii) A Doctoral Degree in relevant subject at (i) above;

(iii) At least 10 year's experience of teaching preferably at Post-Graduate level;

(iv) Capacity to conduct and guide research as evident from published papers;

(v) Demonstrated ability of leadership in the field of research and significant contribution to the progress of Agriculture;

C. Professor of Dairy Technology (One Post) in the Scale of Rs. 1500-60-1800-100-2000-125/2-2500.

Qualifications

Essential

(i) A consistently good academic record with First or high second class (B+) Master's Degree in Dairy Technology following a B.Sc. (D.T.) Degree.

(ii) A Doctoral Degree in the relevant subject at (i) above;

(iii) 10 year's experience of teaching preferably at Post-Graduate level;

(iv) Capacity to conduct and guide research as evident from published papers;

(v) Demonstrated ability of leadership in the field of Research and significant contribution to the Progress of Dairy Science.

D. Reader in Dairy Technology (One Post) in the Scale of Rs. 1200-50-1300-60-1900.

Qualifications

Essential

(i) A consistently good academic record with First or high second class (B+) Master's Degree in Dairy Technology following a B.Sc. (D.T.) Degree;

(ii) A Doctoral Degree in the relevant subject at (i) above;

(iii) Five year's experience of teaching preferably at Post-graduate level in Dairy Technology;

(iv) Capacity to conduct and guide research as evident from published papers in Dairy Technology.

E. Lecturer in the Department of Dairy Technology (One Post) in the Scale of Rs. 700-40-1100-50-1600.

Qualifications

Essential

(i) A consistently good academic record with First or high second class (B+) Master's Degree in Dairy Technology following a Degree in Dairy Technology;

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of an equally high standard;

(iii) At least two years' experience of teaching/research in Dairy Technology.

F. Lecturer in Book-Keeping and Accountancy (One Post) in the Scale of Rs. 700-40-1100-50-1600.

Qualifications

Essential

(i) A consistently good academic record with First or high second class (B+) Master's Degree in Commerce following a honours degree in Commerce;

(ii) At least two years' experience in teaching/research in Book-Keeping and Accountancy at Post-Graduate level;

(iii) A Doctoral Degree in the relevant subject at (i) above or *published work of an equally* high standard.

G. Lecturer in the Department of Genetics and Plant Breeding (One Post) in the Scale of Rs. 700-40-1100-50-1600.

Qualification

Essential

(i) A consistently good academic record with First or high secodd class (B+) Master's

Degree in Genetics and Plant Breeding following a good degree in Agriculture:

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of equally high standard;

(iii) At least 2 years' experience of teaching/Research in Plant Breeding:

H. Lecturer in the Department of Agricultural Chemistry and Soil Science (One Post) in the Scale of Rs. 700-40-1100-50-1600.

Qualification

Essential

(i) A consistently good academic record with First or high second class (B+) Master's Degree in Agricultural Chemistry and Soil Science following a good Honours Degree in B.Sc./B.Sc. (Ag.);

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of equally high standard;

(iii) At least 2 years' experience of teaching/research in the field of Physical Chemistry, Physical Chemistry of Soils/Soil Physics.

I. Lecturer in the Department of Agricultural Statistics (One Post) in the Scale of Rs. 700-40-1100-50-1600.

Qualification

Essential

(i) A consistently good academic record with first or high second class (B+) Master's Degree in Agricultural Statistics/Statistics following a good Honours Degree in B.Sc./B.Sc. (Ag).

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of an equally high standard;

(iii) At least 2 years' experience of teaching/research.

J. Lecturer in the Department of Agricultural Extension (Two Posts—One Temporary Against a Lien Vacancy) in the Scale of Rs. 700-40-1100-50-1600.

Qualification

Essential

(i) A consistently good academic record with first or high second class (B+) Master's Degree in *Agricultural Extension following* a good Honours Degree in Agriculture.

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of an equally high standard;

(iii) At least 2 years experience of teaching/research.

K. Research Officer (Two Posts—Temporary under Scheme) in the Scale of Rs. 1200-50-1300-60-1900.

Qualification

Essential

(i) A consistently good academic record with first or high second class *(B+) Master's Degree in* Microbiology Or in Agricultural Chemistry and Soil Science/ Botany / Biochemistry, with specialisation in Microbiology, Preference will be given to the Agriculture Graduates;

(ii) A Doctoral Degree in the relevant subject at (i) above;

(iii) At least five years' experience of research in the concerned field.

Desirable

(i) Experience in Tissue Culture.

(ii) Experience of teaching Microbiology in the Post-Graduate courses.

L. Subject Matter Specialist (Two Temporary Posts under Schemes) in the Scale of Rs. 700-40-1100-50-1600.

For 1st Post

Qualification

Essential

(i) A consistently good academic record with first or high second class (B+) Master's Degree in Agronomy or recognised equivalent *qualifications following a* good degree in Agriculture;

(ii) A Doctoral Degree in the relevant subject at (i) above or published work of an equally high standard;

(iii) At least 2 years' experience of field research as evidenced by published work on Crop Production;

(iv) Experience of demonstration *work on Farmers Field.*

Desirable

(i) Knowledge of Modern Methods of investigation in Agronomy;

(ii) Knowledge of Extension Methods.

For 2nd Post

Qualification

Essential

(i) A consistently good academic record with first or high second class (B+) Master's Degree in Agril. Chemistry and Soil Science with specialisation in Soil Fertility or recognised equivalent qualifications following a good degree in Agriculture;

(ii) At least 2 years' research experience on Soil Fertility as evidenced by published papers;

(iii) Experience of Soil and Plant Analysis and knowledge of Soil tests disagnostic technique their interpretation and correct fertiliser use;

(iv) A Doctoral Degree in the relevant *subject at (i) above or* published work of an equally high standard.

Desirable

(i) Knowledge of practical methods of Soil and Water Management and their application to the field of problems:

(ii) Knowledge of Agronomy techniques for maximising efficiency of various inputs.

M. Farm Manager (Two *Posts*) in the Scale of Rs. 600-35-670-40-870-45-1050-50-1250-(revised).

Qualification

Essential

(i) A good honours degree in Agriculture;

(ii) At least three years' experience of Management of a sizeable Agricultural Farms.

Desirable

(i) M.Sc. (Ag.) degree or recognised equivalent qualification.

N. Junior Extension Journalist (One Post) in the Scale of Rs. 325-15-475-EB-20-575-(Unrevised—under revision)

Qualification

Essential

Post-graduate Diploma in Journalism. Preference will be given to those candidates who have diploma in Agriculture/Veterinary from recognised Institution.

*Those who have applied in response to the Advertisement No. APPTT/3/77 for the post of Extension Journalist need not apply again and their applications will be considered.

O. Supervisor (One Post—temporary under the Scheme 'Economics of Raising Cattle and Buffaloes in rural areas) *in the Scale of Rs.* 200-15-230-20-490-25-540 (Unrevised-under revision).

Qualification

Essential

Degree in Agriculture/Animal/Husbandry/Dairying/Science.

P. Technical Assistant Grade III (3 posts temporary likely to be permanent) for Basic Science and Humanities in the Scale of Rs. 450-25-625-30-805-35-910-45-1000-*(revised)*.

Qualification

Essential

A degree in Science with Honours in Chemistry/Botany/Zoology.

Desirable

Some experience in a laboratory preferably in an educational/Institutional. *Those who have applied earlier in response to advertisement No. APPTT/ 2/79 need not apply again their cases will be considered.

Age

(i) For posts at 'A', 'B' and 'C'-Preferably below 50 years.

(ii) For posts at 'D' and 'K'-Preferably *below 45 years.*

(iii) For posts at 'E' to 'J' and 'L'-Preferably below 40 years.

(iv) For posts at 'M', 'O' and 'P'-below 30 years.

(v) For post at 'N'-below 35 years.

Experience and age limit may be relaxable on the recommendations of the Selection Committee in the case of candidates otherwise qualified. A high initial pay in the scale may be granted on the basis *of qualifications,* experience and present emoluments.

Application must be submitted in the prescribed form obtainable from the Office of the REGISTRAR, BIDHAN CHANDRA KRISHI VISWA VIDYALAYA P.O. MOHANPUR, DIST. NADIA, WEST BENGAL ON PAYMENT OF Rs. 8.00 (EIGHT) FOR posts at 'A' to 'N' AND Rs. 3.00 (THREE) for posts at *'O' & 'P' ONLY BY CROSSED* INDIAN POSTAL ORDER in favour of the BIDHAN CHANDRA KRISHI VISWA VIDYALAYA personally OR by sending A SELF ADDRESSED ENVELOPE STAMPED 0.50 (FIFTY PAISE) only AND THE NECESSARY POSTAL ORDER. Forms will be available from the Office of the Registrar between 11.00 a.m. and 4.00 p.m.

on week days and 11.00 a.m. and 1.00 p.m. on Saturdays.

Persons already in employment should apply through proper channel.

Candidates **ABROAD** may also apply on plain paper with necessary Postal Order.

Applications completed in all respects should be submitted to the Office of the undersigned in an envelope superscribed with the name of the post applied for by the **20th July 1979**.

Candidates called for interview will have to appear at their own expenses.

CORRIGENDUM

In respect of Advertisement No. APPTT/1/79 for post at 'A'-Essential qualification in (ii) should read as (ii) A doctoral degree in the relevant subject instead of (ii) A doctoral degree in relevant subject or research contribution of equal merit. Others will remain unchanged.

In respect of Advertisement No. APPTT/3/79 for post at 'D' Essential qualifications at (a)......followjng a degree in M.V. Sc. and A.H./B.Sc. (Ag). should read as......following a degree in B.V.Sc. & A.H./B.Sc. (Ag). Others will remain unchanged.

A.K. Mitra
REGISTRAR (Actg)

INDIAN INSTITUTE OF TECHNOLOGY

KHARAGPUR

Advertisement No. R/7/Centre/Scheme

Applications are invited for the undermentioned posts in the different Centres/Sponsored Research Schemes at the Indian Institute of Technology, Kharagpur, West Bengal. All posts are on contract for the duration mentioned. The contracts are renewable if the Schemes are continued.

A. POST HARVEST TECHNOLOGY CENTRE

I. Post : Chief Design Engineer—One Post

Scale of Pay

Rs. 1500-60-1800-100-2000/- plus D.A. as admissible.

Duration

3 years in the first instance.

Qualifications & Experiences

Essential

i) A good academic record with Bachelor's Degree or Master's Degree in Agricultural Engineering with specialisation in Crop Process Engineering and Ph.D. in Agricultural Engineering.
ii) Ten years experience in the field of Crop Process Engineering of which at least 5 years should be in teaching and/or research.
iii) Published research work of good quality in Journals of repute.
iv) Experience in guiding/conducting research.

Desirable

i) Experience of teaching post-graduate classes.
ii) Good design and/or testing experience.

II. Post : Senior Project Officer—One Post

Scale of Pay

Rs. 1100-50-1600/- plus D.A. as admissible.

Duration: 3 years in the first instance.

Qualifications & Experiences

Essential

i) A good academic record with Master's Degree in Agricultural Engineering and Ph.D. in Agricultural Engineering,
ii) Seven years experience in the field of Crop Process Engineering of which atleast two years should be in teaching and/or research.

Desirable

i) Experience in guiding research.
ii) Published research work of good standard.
iii) Aptitude for doing transfer of technology work with the farmers and rice millers.

III. Post: Junior Project Officer—One Post

Scale of Pay

Rs. 700-40-1100-50-1300/- plus D.A. as admissible.

Duration

3 years in the first instance.

Qualifications & Experiences

Essential

i) A good academic record with Master's Degree in Agricultural Engineering preferably with specialisation in Crop Process Engineering.
ii) Aptitude for doing extension work with farmers and rice millers.
iii) 2 years experience in appropriate discipline.

IV. Post: Junior Research Engineer—One Post

Scale of Pay

Rs. 700-40-900-EB-40-1100-50-1300/- plus D.A. as admissible.

Duration

3 years in the first instance.

Qualifications & Experiences

Essential

i) A good academic record with Master's Degree in Agricultural Engineering preferably with specialisation in Crop Process Engineering.

Desirable

i) Aptitude to do extension work in rural areas.
ii) Two years professional experience in appropriate discipline.

CENTRE: RADAR AND COMMUNICATION

I. Post: Administrative Officer—One Post—Reserved for SC/ST candidate.

Scale of Pay

Rs. 700-40-900-EB-40-1100-50-1300/- plus D.A. as admissible.

Qualifications & Experiences

Essential

i) Good degree in Arts, Science, Commerce or Business Management.
ii) Must have good knowledge of procedure of :
a) General Office Administration and Management. b) Administration of Financial matters such as Budget, Accounts, Rulesand Regulations relating to expenditure and c) Purchasing, engineering stores including import thereof.
iii) At least 10 years experience in a responsible position in Accounts/Purchase / Administration under Government in a large Educational Institution or Business Organisation of repute.

Desirable

Ability to draft reports and minutes of conferences and draw up project reports and proposals from technical and other ancillary datas.

SCHEMES

I. Department: Agricultural Engineering

i) Schemes

1) Improvement of Soil Physical Conditions, ICAR
2) Water Management and Soil Salinity, ICAR

Post: Senior Scientist (Soil Physics) 2 posts (1 for each Scheme)

Scale of Pay

Rs. 1500-50-1600/- plus D.A. as admissible.

Duration: 5 years

Qualifications & Experiences

First class M.Sc. (Ag.) in Soil Science and Ph.D. degree in Soil Science with specialisation in Soil Physics. Ability to conduct and Superwise research.

ii. Scheme

Water Use and Management, Ford Foundation.

Post: Senior Scientific Officer
3 posts (One each in 3 specialisation)

Scale of Pay

Rs. 1100-50-1600/- plus D.A. as admissible.

Duration: 5 years.

Qualifications & Experiences

First class Master's degree and a doctorate degree in the field of specialisations of (i) Agricultural Engineering (Soil and Water Management), (ii) Agricultural Science (Agronomy), (iii) Economics/Agricultural Economics/Management as applied to Water Management. Ability to conduct and supervise research works.

II. Department: Aeronautical Engineering

Scheme : Studies on Remotely Controlled Flight Vehicles (A.R.D.B Scheme)

Posts: Junior Research Engineers—Two posts.

Scale of Pay

Rs. 700-40-900-EB-40-1100-50-1300/- plus D.A. as admissible.

Duration: 2 years.

Qualifications & Experiences

A good academic record with a Bachelor's degree in Aeronautical Engineering.

III. Department: Mining Engineering

Scheme: *Spontaneous Combustion in* Largescale Coal Stacks (D.S.T Scheme)

Posts : Junior Research Officers—Two posts.

Scale of Pay

Rs. 700-40-1100-50-1300/- plus D.A. as admissible.

Duration: 2 years.

Qualifications & Experiences

Essential

A good academic record with a Bachelor's degree in Mining Engineering or Chemical Engineering or M.Sc. in Chemistry.

IV. Department: Chemical Engineering

Scheme

Scheme on Silicon extraction from rice husk (D.S.T. Scheme)

Posts: Junior Research Engineer—One post.

Scale of Pay

Rs. 700-40-1100-50-1300/- plus D.A. as admissible.

Duration: 2 years.

Qualifications & Experiences

Essential

A good academic record with a Bachelor's degree in Chemical Engineering or a good Master Degree in Chemical Engineering. Preference will be given to persons specialised in the field of Reaction Engineering.

V. Department: Electronic & Electrical Communication Engg.

i) **Scheme**

Pattern Recognition & Picture Processing (D.S.T. Scheme)

Posts: Senior Research Fellow 'A'—One post.

Scale of Pay

Rs. 900/- *Consolidated* (fixed)

Duration : 2 years.

Qualifications & Experiences

Essential

A good academic record with a Master's degree in Electronics. Preference will be given to persons specia*lised in the field of pattern recogni*tion on digital circuits.

ii) **Scheme**

Digital Communication & related topics (ISRO Scheme)

Posts: Senior Research Fellow 'A'—One post.

Scale of Pay

Rs. 900/- Consolidated (fixed)

Duration: 2 years.

Qualifications & Experiences

Essential

A good academic record with a Master's degree in Electronics: Preference *will be given to person* specialised in the field of Digital Communication.

iii) **Scheme**

Integrated Circuit (IIT Scheme)

Posts: 1. Junior Scientific Officer—One post.

2. Junior Engineer—One post.

Scale of Pay

Rs. 700-40-1100-50-1300/- plus D.A. as admissible.

Duration: 2 years.

Qualifications & Experiences

Essential

1. **Junior Scientific Officer** : M.E./M.Tech. in electronics or equivalent with one year's experience in semiconductor Electronics/*Microelectronics/IC Technology*.
2. B.E./B.Tech. or equivalent in Electronics with a minimum of three years' experience in semiconductor Electronics

OR

M.Sc. in Physics with specialisation in Electronics with a minimum of five years of experience in semiconductor Electronics.

Applications on Plain paper stating Name, Father's Name, Present and *Permanent* Address, Age, *Qualifications* and Experiences in details, Nationality etc. for the aforesaid post should reach the Heads of the Department concerned, Indian Institute of Technology, Kharagpur by the **14th July, 1979**.

A. K. Sur
REGISTRAR

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY, A.P.

HUMAYUN NAGAR, HYDERABAD-500 028

NOTIFICATION

Applications are invited for the following vacancies of teaching posts in the Constituent Colleges of the University.

Sl. No.	Post and Department	SC/ST	B.C.	General	Total	Scale of Pay
1.	Lecturer in Civil Engg.	1	1	3	5	700-40-1100-50-1600.
2.	Lecturer in Electrical Engg.	—	—	1	1	,,
3.	Lecturer in Mechanical Engineering	1	1	1	3	,,
4.	Lecturer in Electronics & Communication Engg.	2	2	5	9	,,
5.	Lecturer in Metallurgy	—	—	1	1	,,
6.	Lecturer in Architecture	1	1	1	3	750-45-1200-50-1300 @

Note: 1. All the posts carry D.A., H.R.A., C.C.A. etc. as per State Government Rules.

2. @ The UGC scales of pay Rs. 700-40-1100-50-1600 when approved by Government for the Architecture section of College of Fine Arts and Architecture will automatically be applicable to those selected.

Age limit: Lecturers not more than 30 years as on 1-7-79.

The age limit can be relaxed in case of inservice candidates of JNT University.

For SC and ST candidates and BC candidates, the age limit is relaxable by 5 years.

Qualifications required

Lecturers: Posts S. Nos. 1 to 5. — A first class Master's Degree in the concerned subject with consistently good academic record.

Essential

Lecturer in Architecture Post S. No. 6 — 1st class Bachelor's Degree in Architecture. 1 year's professional and/or teaching experience.

Desirable

Master's Degree in Architecture.

Note: Candidates possessing Bachelor's degree will have to acquire Master's degree within 5 years from date of appointment.

Specialisations Required

Civil Engineering

1. Soil Mechanical & Foundation Engg.
2. Transportation Engineering.
3. Building Technology.
4. Structural Engineering/Survey and Photogeometry preferring Structural Engineering.

Electrical Engineering

Instrumentation or Real time control of power systems or power systems.

Electronics & Communication Engineering

Microwaves, Communication Systems, Advanced Electronics, Computer Hardware, Computer Engineering, *Radar & Microwave Engineering*, Solid State Devices and circuits, Active Network Synthesis, Digital Electronics.

Mechanical Engineering

Machine Design, Foundry, Instrumentation.

Metallurgy

Metallurgy or Material Science.

Note

2 posts in Civil Engineering, 1 post in Electrical Engineering and 2 posts in Mechanical Engineering are leave vacancies. Hence appointment to these posts would be made on temporary *basis only, and are liable to be termi*nated on return of the staff members from leave.

Application forms can be had from the office of the Registrar, Jawaharlal Nehru Technological University, Hyderabad on payment of Rs. 5/- through crossed Indian Postal Order payable to Registrar, Jawaharlal Nehru Technological University, Hyderabad-28 at Jawaharlal Nehru Technological University Post Office. Requisition for the supply of application form may be made enclosing self-addressed envelope 30 x 10 cm size with stamps worth of Rs. 1-05 (Rupees one and five paise only) duly affixed. Duly filled in appli*cations together with a crossed Indian* Postal Order of Rs. 15/- (Rs. 3-00 in case of SC/ST candidates) payable to the Registrar, J N T University, Hyderabad at J N T U Post Office, Hyderabad-500028 should reach the Registrar on or before **31-7-1979**. Applications received after the due date either in person or through post will be rejected. Application of candidates in employment should be sent through their employer. They may however send an advance copy which must be received in University Office on or before the due date.

Last date for issue of application forms is 24-7-1979.

Last date for receipt of filled in applications is 31-7-1979.

REGISTRAR

SAMBALPUR UNIVERSITY

JYOTI VIHAR:BURLA-768017
DIST:SAMBALPUR (Orissa)

Advertisement No. 12779/ESTT-II
Dated: 6.6.79

Applications in the prescribed form are invited for the following teaching posts in *the University* Post-Graduate Departments at Jyoti Vihar, Burla and in the University College of Engineering, Burla.

University P.G. Departments

1. Lecturer: Physics—One post (leave vacancy)
2. Reader: Chemistry—One Post
3. Professor: Mathematics—One post

University College of Engineering, Burla

4. *Workshop* Superintendent—One post

I. Scale of Pay

Lecturer—Rs. 700-40-1100-50-1600/-
Reader/Workshop Superintendent—Rs. 1200-50-1300-60-1900/-
Professor — Rs. 1500-60-1800-100-2000-125/2-2500/-

All the posts carry dearness allowance and C.P.F-cum-Gratuity benefits as determined by the University from time to time.

II. The age of retirement is sixty years.

III. QUALIFICATION

1. LECTURER

(i) A consistently good academic record with first or high second class Master's Degree in the concerned subject or equivalent foreign Degree with grade B— or 55% of *marks, which may be relaxed in* case of candidates holding a Ph.D. degree.

(ii) A Doctorate Degree or published work of equivalent standard. In case a suitable candidate possessing a Doctorate Degree or equi*valent published work is not* available, a person possessing a consistently good academic record (due weightage being given to M Phil. or equivalent degree or research work of quality) may be appointed on the condition that he will obtain a Doctorate Degree or produce evidence of published work of equivalent standard within five years of his appointment, failing which he *will not* be entitled to further increments until he fulfils *this requirement.*

2. READER

(i) A consistently good academic record with first or high second class Master's degree in the concerned subject or equivalent foreign degree with Grade B+ or 55% marks which may be relaxed *in the case of candidates otherwise* found suitable.

(ii) Good academic record with a Doctorate Degree or equivalent published work.

(iii) Evidence of active participation in research.

(iv) Eight years' experience of teaching and/or research out of which at least five years shall be as Lecturer in the University Department/College at Honours/P.G. level.

3. PROFESSOR

(i) A consistently good academic record with first or high second class Master's degree in the con*cerned subject or equivalent* foreign degree with Grade B+ or 55% marks which may be relaxed in the case of candidates otherwise found suitable.

(ii) Good academic record with a Doctorate Degree or equivalent published work.

(iii) An eminent scholar with published work of high quality and actively engaged in research.

(iv) Minimum experience of ten years in teaching and/or research out of which at least five years must be in teaching at post-graduate *level* as a *full time* teacher.

(v) Experience in guiding research at Doctoral level. A Professor may *be appointed on contract basis for* a specified period.

An outstanding scholar with established reputation who has made significant contribution to knowledge may be appointed as Professor by negotiation.

4. WORKSHOP SUPERINTENDENT

(i) Second class Bachelor's degree in Mechanical Engineering with grade B+ or 55% marks.

(ii) Master's degree in production/Industrial Engineering.

Experience

Total five years including teaching of production/Industrial Engineering/*Workshop Technology at first degree* level.

Desirable

At least two years' experience in a responsible capacity in Production, Estimation, Production Control and Personal Management.

IV. Specialisation required

Lecturer in Physics: Nuclear Physics Solid State Physics

Reader in Chemistry: Preferably Physical Chemistry

Professor in Mathematics: Functional Analysis Algebra/Topology Differential Equation Number Theory Differential Geometry Probability.

Seven copies of the application forms will be supplied from the University *office to each candidate in person on* cash payment of Rs. 10/- (Rupees ten) only. Candidates intending to receive forms by post are required to send (a) Crossed Postal Order of Rs 10/- payable *to the "Finance Officer, Sambalpur* University" (b) a self addressed envelope (23 cm× 10 cm) with postage stamps worth Rs 3.30 P. affixed to it with the words "APPLICATION FORM FOR TEACHING POSTS IN SAMBALPUR UNIVERSITY" superscribed on it. *Money* order/cheque will not be accepted.

The last date for receipt of applications in the office of the University is **14.7.79.** The candidates will be required to appear for an interview before a Selection Committee at their own expense.

Issue of this advertisement does not make it binding on the University to make the appointment.

All communications should be addressed to the Registrar by designation only.

REGISTRAR

SAURASHTRA UNIVERSITY

RAJKOT

Applications in the prescribed forms are invited for the undermentioned posts in the various Departments of this University. Application forms *alongwith detailed requirements of* qualifications and experience for these posts will be available from the Registrar, Saurashtra University, University *Campus, Kalawad Road, Rajkot-360005* on sending a self-addressed envelope of the size 23×11 cms. with postage stamps worth Re. 1-20.

Applications (seven copies) accompanied by Indian Postal Order for Rs. 5/- crossed in favour of the Registrar, Saurashtra University, Rajkot should reach this office on or before **23-7-1979.**

(1) Professor of Gujarati; **(2) Professor of Economies** with specialization in Business Management, Financial Management, Marketing Management *or Personnel Management and or allied* subjects; **(3) Professor of Sociology**—The incumbent is required to develop Rural Sociology in Saurashtra; **(4) Professor of Chemistry**: Preferably Organic. Those specialised in Inorganic Chemistry may also apply. **(5) Beader in Economics** with specialization in Business Management, Financial Management, Marketing Management or Personnel Management and or allied subjects; **(6) Reader in Law (7) *Reader in History* (8) Lecturer in Economics**: preferably in Quantative Economics, Development Economics, Agricultural Economics and Rural Economics.

Pay Scales

1	Professor	:	Rs. 1500-60-1800-100-2000-125/2-2500
2	Reader	:	Rs. 1200-50-1300-60-1600 - assessment - 60-1900.
3	Lecturer	:	Rs. 700-40-1100-50-1300 - assessment-50-1600.

Reservation for Scheduled Castes, *Scheduled Tribes, Nomadic Tribes/* Denotified Tribes and Social and Educational Backward Classes will be 5%. Age ordinarily not exceeding 55 years. The posts are permanent and carry benefit of contributory *Provident Fund* as per University rules. Dearness Allowance and House Rent Allowance will be paid as per University rules. Higher initial salary in the scale may be considered in case of exceptionally qualified and experienced persons. *Qualifications and experience may be* relaxed in special cases. Candidates in employment must submit their applications through their present employer. Those knowing Gujarati and or Hindi will be preferred.

V. M. Desai
REGISTRAR

UNIVERSITY NEWS JULY 1, 1979. **Regd. No. R.N. 7180/62 Postal Regd. No. D(C)-534**

JAWAHARLAL NEHRU UNIVERSITY

NEW DELHI-110067

Advt. No. Aca. III/18/79

Applications are invited for the following posts:

SCHOOL OF SOCIAL SCIENCES

Centre for the Historical Studies

1. Associate Professor Fellow in Medieval Indian History:—One

Qualifications

Essential

(a) Consistently good academic record with at least a high second class Master's Degree in History with Specialisation in Medieval Indian History or its equivalent qualification from an Indian foreign University;

(b) A doctor's degree or published *work of an equally high* standard in Medieval Indian History; and

(c) About five years experience of teaching and/or research.

Area of Specialisation required

Eighteenth Century Indian History.

2. Assistant Professor in Medieval Indian History (Leave—One vacancy for two years).

Qualifications

(a) Consistently good academic record with at least a high second class Master's degree in History with Specialisation in Medieval Indian History or its equivalent qualification from an Indian/foreign University; and

(b) A Doctor's degree or published work of an equally high standard.

Area of Specialisation required

Medieval Indian Social and Economic History.

Some teaching or research experience.

3. Assistant Professor in Inon-ndian History—One

Qualifications

Essential

(a) Consistently good academic record with at least a high second class Master's degree in History with specialisation in non-Indian History or its equivalent qualification from an Indian/foreign University;

(b) A Doctor's degree or published work of an equally high standard.

Area of Specialisation required

History of Nineteenth and early twentieth century Western Europe/China.

SCHOOL OF LANGUAGES

Centre of French Studies

4. Assistant Professor in French—One

Qualifications

Essential

(a) Consistently good academic record with at least a high second class Master's degree in French or its equivalent qualification from an Indian/foreign University;

(b) A doctor's degree or published work of an equally high standard in French.

Desirable

Experience in teaching French by audio-visual method.

5. Assistant Professor in French (Leave vacancy—One)

Qualifications

Essential

(a) Consistently good academic record with at least a high second class Master's degree in French or an equivalent qualification from an Indian foreign University;

(b) A doctor's degree or published work of an equally high standard in French.

Area of Specialisation required

French Literature.

Desirable

Some teaching and/or research experience in French.

Centre of African & Asian Languages

6. Assistant Professor in Chinese—One

Qualifications

Essential

(a) Consistently good academic record with atleast a high second class Master's degree in Chinese or its equivalent qualification from an Indian Foreign University; and

(b) A doctor's degree or publ shed work of an equally high standard in Chinese.

Desirable

(a) About two years' experience of teaching and or research.

(b) *Training in a Chinese speaking* area; and

(c) Familiarity with latest language teaching techniques and the use of audio-visual aids.

Provided that in the case of posts of Assistant Professors if the Selection Committees are of the view that the research work of a candidate as evident either from his thesis or from his pub*lished work is of very high standard, it* may relax any of qualifications prescribed in (a) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work *is not available* or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil. or equivalent degree or research *work of quality) may be appointed* **provided he/she has done research work for at least two years or has practical experience in a research laboratory/organisation** on the condition that he will *have to obtain a Doctor's degree or* give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

SCALES OF PAY

Associate Professor Fellow: Rs 1200-50-1300-60-1900.

Assistant Professor: Rs. 700-40-1100-50-1600.

(Plus usual allowances as admissible to the members of the staff in the Central Universities).

Relaxation in any of the qualifica*tions may be made (a) in favour of per*sons of eminence or of high academic/professional distinction, and (b) in exceptional cases where adequately qualified persons are not available but *are otherwise found suitable for the* respective positions. It will also be open to the University to consider the names of suitable candidates who may not have applied.

*The selected candidates will be ex*pected to participate in the teaching and research programmes in the concerned disciplines in other Schools of the University as well as in the programmes *offered in their own Centres of Studies.*

Normally appointment of Fellows is made on contract basis for a period ranging from one to three years.

Benefits of C.P. Fund-Cum-Gratuity. G.P. Fund-cum-Pension cum-Gratuity are available as per University rules.

Persons already in employment should route their applications through proper channel.

Due consideration will be given to candidates belonging to SC/ST at the level of Assistant Professor.

Second class (mail) rail fare (both ways) will be paid to candidates invited to appear for interview from outstation by the shortest route subject to the production of rail receipt

Applications, separate for each post, on the prescribed form, obtainable free of cost from the University by sending a self-addressed and stamped envelope of 23 cm×10 cm, size to the ***Deputy Registrar (Academic), Jawaharlal*** **Nehru University, New Mehrauli Road, New Delhi-110067, should reach him latest by 17.7.1979.**

Candidates from abroad, applying for faculty positions, may apply on plain paper, (but their applications should reach the University by the last date) furnishing all the relevant informations such as their names, date and *place of birth; marital* status; nationality; state of domicile; postal and permanent addresses; father's name and address; academic and professional attainments, full details of (a) publica*tions, and (b) research projects under*taken: language(s) known; details of visits to foreign countries; and the name and addresses of at least two persons well acquainted with the candidate's *professional work who should also be* requested by the candidate to forward to the Deputy Registrar (Academic) confidential report concerning the candidate.

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